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ABSTRACT

This booklet contains 13 individual project evaluations for activities funded under the Elementary Secondary Education Act Title IV-C during 1979-1980 in the Philadelphia School District. The projects are: (1) Alternative Direction for the 80s: (2) PREP 6: (g) PREP 7: (4) Building Bridges: (5) Consumer Affairs Education Service: (6) Dial-A-Teacher-Assistance (DATA Line): (7) Environmental Education: (8) Mastery Learning: (9) Models for Enriching Reading through Inservice Training (MERIT): (10) Mini Grants: (11) Special Education Activity Center (SEAC): (12) Tutor Corps: and (13) Video Cassette Utilization Extension (Video Cue). Evaluation reports contain some or all of the following information: administrator: headquarters: telephone: PBRS code: state code: operating years: grades served: number of pupils, schools, and employees: current budget: service provided: names of evaluation team members: observed activities: attainment of objectives: and impact. The responsibility of producing the evaluation designs and procedures belonged to the District's Division of Federal Evaluation Resource Services. The Pennsylvania Department of Education was responsible for reviewing and approving the evaluations. On-site visits were accomplished. (RL)

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EVALUATION OF TITLE IV-C ESEA PROJECTS 1979-1980 ANNUAL REPORT

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OFFICE OF RESEARCH AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

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Report #8107

EVALUATION OF TITLE IV-C ESEA PROJECTS, 1979-1980

An annual report issued by the Department of Federal Evaluation Resource Services, evaluating projects funded under Title IV-C of the Federal Elementary and Secondary Education Act.

January 1981

Office of Research and Evaluation

THE SCHOOL DISTRICT OF PHILADELPHIA

Philadelphia, Pennsylvania 19103

THE SCHOOL DISTRICT OF PHILADELPHIA

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This report was prepared by the Division of Federal Evaluation Resource Services. Assistance in evaluation design, instrument development, and data analysis, was provided by the Division of Instructional Research and Development Services, Dr. Edward K. Brown, Director. Members of the project-evaluation teams are named in the respective project reports. In most cases, projects were assigned to teams under the leadership of research associates; in every case, the team leader is named first. If major responsibility within a team was assigned to an individual, that person's name is marked with an asterisk (*).

PREFACE

This booklet contains the individual project evaluations for activities funded under Title IV-C ESEA during the 1979-1980 school year. With the exception of the Special Education Activity Center report, the evaluations were produced by the Division of Federal Evaluation Resource Services (FERS).

Recognition is accorded to the Division of Priority Operations Evaluation Services (POES) for the production of the Special Education Activity Center Report.

In 1977, FERS was selected as a model evaluation project by the Bureau of Planning and Evaluation of the Pennsylvania Department of Education (PDE). FERS was given the responsibility of producing the evaluation designs and procedures. PDE accepted the responsibility of reviewing and approving the evaluations. Once approved, the evaluations were conducted and final reports were forwarded to Harrisburg. During the course of the year, representatives from the Department visit Philadelphia and met with the evaluators, members of the Office of Federal Programs and project staff. On-site visits were also accomplished at that time. The observations and interviews were used to determine the congruence between the processes and products of the evaluation.

The results of the past three years have been very satisfactory to all parties. The quality of the evaluations appeared to meet the needs of both the Bureau of Planning and Evaluation as well as local decision makers. In addition, this experience has been a model for joint cooperative relationships between the state and local education agencies.

In an era of diminishing resources, the opportunities for establishing new approaches and innovative programs decreases. Fortunately, Title IV-C ESEA enables local school districts to continue to provide a variety of projects and services which are unique and have the potential for influencing thousands of our children.

Stephen H. Davidoff

CONTENTS

Preface *iii*

Reports of Project Evaluations

Alternative Direction for the 80's *1*

PREP 6 *5*

PREP 7 *11*

Building Bridges *17*

Consumer Affairs Education Service *25*

Dial-A-Teacher-Assistance (DATA Line) *31*

Environmental Education *39*

Mastery Learning *47*

Models for Enriching Reading through Inservice Training (MERIT) *53*

Mini Grants *61*

Special Education Activity Center (SEAC) *73*

Tutor Corps *77*

Video Casette Utilization Extension (Video Cue) *83*

ALTERNATIVE DIRECTIONS FOR THE 80's

ADMINISTRATOR:	Oswald Giulii/Byron Brown
HEADQUARTERS:	Administration Building, Room 212 and Room 204
TELEPHONE:	299-7837/299-7842
PBRS CODE:	20-03-921
STATE CODE:	76513
OPERATING YEARS:	1976-1980
GRADES SERVED:	1-12
NO. OF PUPILS:	5,800
NO. OF SCHOOLS:	77
NO. OF EMPLOYEES:	Professional 4, Secretarial 1
CURRENT BUDGET:	$250,750
SERVICE PROVIDED:	Two alternative high schools for underachieving students; cultural experiences for students with special needs; staff development for administrators and teachers.
EVALUATION TEAM:	Marion Kaplan, Mildred Asano, Janice Atkins

OBSERVED ACTIVITIES

Alternative Directions for the 80's was composed of several separate activities. Prep 6 and Prep 7, the major project components, were small off-site alternative high schools. A separate report for each follows. All other activities are described in the Attainment of Objectives section below.

ATTAINMENT OF OBJECTIVES

Objective 1: Cultural experiences which will enhance students' experiential background will be provided, as indicated by project records.

The objective was attained. Review of project records revealed that there were three activities relevant to this objective: Cultural Experiences for the Handicapped, the Secondary Adult Program, and the Asian Student Project.

The Cultural Experience for the Handicapped component offered ballet, puppetry, mime, and music performances to special education students from self-contained classes in 67 schools across all eight districts. Performance formats varied from small-group (10-20 students) workshops to large auditorium presentations for 200 or more students. Ballet, puppetry, Young Audiences' "Percussion", and mime were large group presentations. A music therapist and the puppeteer provided small group workshops. Total attendance across all performances was 5,122. The program served all exceptionalities, and, in some cases, non-exceptional students also attended the performance. In addition to the cultural performances,

several schools received $50 grants enabling them to take students on cultural trips out of the school. Classes visited the Zoo, Pennypack Environmental Center, and the Carousel House. Thirteen students attended a Pennsylvania Ballet Performance, and 13 others attended a performance at the Academy of Music. Overall, this activity achieved its purpose in that large numbers of handicapped pupils were exposed to cultural events outside of their usual realm of activities.

The Secondary Adult Program provided 85 adults with the opportunity to earn a regular high school diploma. The adults attended regular classes at one of five participating high schools. It was expected that having adults in the regular high school classes would create a more serious, businesslike atmosphere in the classrooms. The adults, while gaining academic learning, would be able to serve as resources and provide role models for the high school students. Results of surveys completed by 20 adult students and 33 high school students revealed that adult and regular students interacted, and that these contacts were helpful. Approximately half of each group indicated that they had learned more with the help of the other group. Seventeen of 20 adults and 17 of 33 regular students indicated that there were fewer disruptions in the classes with adults in attendance. Twenty-six adults obtained high school diplomas in 1980.

The Asian Student Program was implemented in one high school and two elementary schools in order to deal with the special needs of newly emigrated Southeast Asian students. There were several components to this project which reached approximately 600 students. Staff development sessions for 8 teachers and a school community coordinator at University City High School sensitized faculty members to their Southeast Asian students. There were talks by specialists regarding the Indochinese background. The participants also developed strategies for solving some of the school problems of these students (e.g., not wanting to take off their clothes for gym). During July 1980, a curriculum specialist and two teachers developed curriculum materials for teachers (grades 1-8) having Indochinese refugee students in their classes. These lessons on cultural sharing focused on the cultural and historical backgrounds of Vietnamese, Cambodian, and Laotian students. The objective of the lessons is to help American and Indochinese students to have a better understanding of each other. System-wide dissemination of these lessons has been planned. At Drew and Lea Schools, tutors who spoke the Indochinese students' languages were placed in the regular classrooms. These tutors were obtained through a contract with International Classrooms. Indochinese students were given an opportunity to interact informally with their American peers by attending activities in the Cross Cultural Centers. At these centers groups of students shared experiences and some art activities.

Objective 2: Curriculum and staff development programs for 500 Alternative Program and regular class teachers to produce and diffuse information regarding

implementation of alternative education techniques and strategies will be conducted, as indicated by project records.

The objective was not attained. Three staff development activities took place, but they were unrelated to alternative education and did not by design include alternative program teachers.

The Seminar for Principals: Basic Skills for Reading and Language Growth was a joint effort of the School District and Temple University for increasing principals and vice principals' knowledge of reading/language. Participants received one graduate credit from Temple University. The six session seminar series was held in each of the eight districts. Topics were: Teacher Behaviors Related to Increased Student Performance, Directing Group Experience Writing, Using a Phonics Inventory, Giving a Group Informal Reading Inventory, Using a Mini-Directed Thinking Activity, Utilizing Activities to Increase Time on Task and to Bolster Skills. At each session, participants viewed a video tape demonstration of the technique and then were given an opportunity to try the technique with children. A follow-up session to discuss implementation within the schools was held one month after completion of the seminar.

The Practicum in Teaching Writing to Speakers of Other Languages/Dialects provided training for 12 English teachers in the teaching of writing. The structure of the practicum was as follows: after an introduction and review of background materials, participants spent a day in Gillespie Junior High School observing and participating in classwork. Participants then spent an intensive Saturday work session on task analysis, teaching, and evaluating progress. They then returned to their own schools on Monday with a teaching design and a structure for remaking their own writing programs. The practicum was led by the English department chairperson at Gillespie who has expertise in teaching writing to speakers of other languages.

Materials development for a teacher training program for the new School of International Affairs was the third staff development activity. During July, 1980 a seven member curriculum committee developed a 9th-grade course entitled World Geography and World Resources. These materials will be used both for teacher training and for the 9th-grade curriculum in this new high school. They will be disseminated systemwide during spring, 1981.

IMPACT

Alternative Directions for the 80's consisted of a number of components. Two alternative high schools were fully implemented and are described in separate reports. The objective related to activities for students with special needs was attained. Handicapped students attended cultural events, a program was developed

for meeting the needs of Southeast Asian students, and adults were able to attend regular high school classes in order to earn their diplomas. The objective pertaining to staff development activities was not met. Although there were staff training programs, they were not related to alternative education strategies. Staff development activities included materials development for the High School of International Affairs, seminars in reading for principals, and a practicum in teaching writing to speakers of other languages.

PREP 6

(A Component of Alternative Directions for the 80's)

ADMINISTRATOR:	Oswald Giulii, Activity Manager/William Hogan, Coordinator
HEADQUARTERS:	6401 Wayne Avenue
TELEPHONE:	842-0329
GRADES SERVED:	10-12
NO. OF PUPILS:	100
NO. OF SCHOOLS:	1

OBSERVED ACTIVITIES

PREP 6 was fully implemented in 1979-1980, its final year under ESEA Title IVC funding. It was staffed by six teachers, an assistant teacher, and a secretary. One teacher served as project coordinator in addition to his teaching duties.

It served 98 students who were underachievers with low motivation (including some non-attenders). In order to be admitted to PREP 6, students had to demonstrate basic reading and mathematics skills.

PREP 6 provided an off-site alternative to the formal structure of the traditional high school. There was emphasis on affective as well as cognitive skills. Every ten weeks students created their own rosters from a catalog of minicourses. Course offerings were in the areas of social science, mathematics, science, English, and art. Many of the courses were interdisciplinary. There were approximately 30 courses available each quarter, and courses generally were not repeated during subsequent quarters.

Although students at PREP 6 were permitted to be off-campus when not in class, class attendance was mandatory. Students did not receive letter grades for classroom performance, but were rated pass/fail and received written comments about their work.

Evaluators' classroom observations revealed that average class size was 12, and seating arrangements were informal. Instruction generally was conducted in a whole-group format, and discussion was the most frequently used delivery mode. Teachers tended to use a wide variety of texts and materials rather then a single textbook. Students seemed to be involved and participated willingly. Discussion flowed from student to student as well as from teacher to student.

The climate at PREP 6 was informal and supportive, and there appeared to be rapport between teachers and students. Teachers at PREP 6 were always available to students, and they provided much support and guidance to students outside of scheduled class times.

Overall, students at PREP 6 appeared to be satisfied with their educational experiences there. Their responses to the Alternative Program Student Questionnaire, as well as their comments to evaluators, indicated that their attitudes toward the program were positive.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating students will demonstrate positive attitudes toward school as indicated by a positive mean score on the Alternative Programs Student Questionnaire.

The objective was attained. The Alternative Program Student Questionnaire was administered to students in May. A description of the instrument and the results are presented in Appendix A. Each item in the student questionnaire was scored on a scale ranging from -2.0 to +2.0 and grouped in one of five factors. For each factor a mean was computed, and the following categories were used to classify the scores as positive, neutral, or negative. Scores below -0.5 were considered negative; those above +0.5, positive; and those from -0.5 to +0.5, neutral.

Scores on the Alternative Program Student Questionnaire were positive within all factors: attitude toward teachers (1.2) attitude toward program (1.3), attitude toward peers (1.1), curriculum and instruction (1.0), and career development (0.7); indicating a consistently positive attitude toward the alternative school.

Objective 2: At least 50% of the students who are new to the program will increase their attendance over the school year, and the overall 1979-1980 attendance rate shall be the same as (within three percentage points) or higher than the 1978-1979 attendance rate.

The objective was attained. Project staff recorded each pupil's attendance on the Alternative Programs Student Record Form. Comparison of the 1979-1980 and 1978-1979 attendance rates for 62 new students revealed that 49 improved their attendance over the previous year, and 13 had attendance rates which decreased or did not change.

Overall program rates of attendance were 83% in 1978-1979 and 85% in 1979-1980. Thus, with 74% of the new students demonstrating improved attendance rates and a two percentage point increase in attendance rate for all students, PREP 6 has met its attendance criteria.

Objective 3: At least 50% of the students will maintain or increase their National Percentile Ranks (NPRs) on the California Achievement Tests, Total Reading Score.

The objective was not attained. California Achievement Tests Total Reading NPR's for both years were available for 49 students. Of these, 18 had NPR's that were higher, while 31 had lower rankings. Thus, only 37% of the students (not the expected 50%) met the criterion.

Objective 4: All graduating seniors will have completed at least thirty (30) hours of community services during the 1979-1980 school year.

The objective was partially attained. Fifteen of the 19 seniors completed 30 hours of community service. Two were excused from this requirement because of scheduling problems, and two others did not fulfill the requirement.

Objective 5: The percentage of students of one race in the program will not be below 40% nor above 60%.

The objective was attained. Racial balance information was provided by the project coordinator at the beginning and the end of the school year. At the end of the year there were 46 (47%) white and 52 (53%) black students on roll at PREP 6.

IMPACT

PREP 6 was fully implemented. An alternative, affectively-oriented education was provided to 98 high school students in an off-site location. Students created their own rosters from a catalog of ten-week mini courses. Courses were structured to foster student involvement. Program emphases were on creating a conducive atmosphere for learning and developing students' sense of responsibility. Relationships between staff and students were informal and supportive.

Three of five program objectives were attained, and one was partially attained. The school was racially balanced, there was improvement in student attendance, and students' attitudes toward school were found to be positive. Fifteen of 19 seniors provided 30 hours of service to various community agencies, and CAT Total Reading percentile rankings were maintained or improved by 37% of the students. The improvement in student attendance rates and the positive attitudes of the students indicate that PREP 6 is having an impact in areas of program emphasis.

This was the final year of ESEA Title IVC funding for PREP 6. The program has been continued as an alternative program funded under the operating budget.

APPENDIX A

The Alternative Programs Student Questionnaire (secondary school version) has been administered to students in the alternative programs since December, 1975. This instrument was designed to provide programs with some information regarding students' attitudes toward their teachers, their peers, the program, the curriculum and instruction being offered, and the career development offerings. The results are provided below in a graphic format to portray a general picture of students' attitudes in each of these areas.

Although an individual item cannot be viewed as providing a valid description of students' attitudes, the combination of items into factors affords programs the opportunity to examine students' responses in relationship to their own knowledge of the program's status. The data may be used to identify actual or potential problems and to provide support for current practices. The consideration of such information is an important facet of the evaluation/development process.

The results are presented for each item according to the factor it is associated with. PLEASE NOTE THAT THE RESPONSES TO NEGATIVELY WORDED ITEMS HAVE BEEN REVERSED SO THAT A SCORE IN THE POSITIVE RANGE ALWAYS INDICATES A POSITIVE ATTITUDE. The area in the center of each graph (denoted by dashed lines) represents the neutral attitude range. The column headings that appear on the graphs correspond to the response categories within the questionnaire (Strongly Disagree, Disagree, Agree, Strongly Agree). Where a response of "Disagree" indicates a favorable attitude, it has been coded as favorable. THAT IS, THE AGREE AND STRONGLY AGREE CATEGORIES ALWAYS INDICATE A POSITIVE RESPONSE, REGARDLESS OF THE DIRECTIONALITY OF THE ITEM. SUCH ITEMS HAVE PARENTHESES AROUND THEIR NUMBERS.

ATTITUDE TOWARD TEACHERS

Refers to the alternative program students' assessment of their teachers' practices in the areas of instruction, grading, and interpersonal relations.

Items		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	My teachers explain things so I can understand.				●
(8).	I don't think most of my alternative program teachers care about me.				●
10.	The grades my alternative program teachers give me are fair.			●	
(14).	I am afraid to tell my alternative program teacher when I don't understand something.				●
(15).	My alternative program teachers expect me to do things that are too hard for me.				●
20.	It is easy to tell my alternative program teachers about problems I am having.			●	
		(Negative)		(Neutral)	(Positive)

ATTITUDE TOWARD PROGRAM

Refers to the alternative program students; assessment of their feelings about the alternative program and their desire to complete high school.

Items		Strongly Disagree	Disagree	Agree	Strongly Agree
(4).	I do not want to be in a program like this next year.				●
(12).	I do not expect to finish high school.				●
16.	I enjoy being in this program.				●
21.	Since entering an alternative program, I have been able to do more school work.			●	
		(Negative)		(Neutral)	(Positive)

ATTITUDE TOWARD PEERS

Refers to the alternative program students' assessment of peer relationships within the alternative program.

Items		Strongly Disagree	Disagree	Agree	Strongly Agree
(7).	It is hard to make friends in this program.				●
11.	I enjoy working on projects with other students in this program.			●	
18.	Since joining this alternative program, I have more friends.			●	
		(Negative)		(Neutral)	(Positive)

CURRICULUM AND INSTRUCTION

Refers to the alternative program students' assessment of whether their teachers' instructional strategies and the program's curriculum are varied, interesting, and geared to meeting their needs.

Items		Strongly Disagree	Disagree	Agree	Strongly Agree
(2).	In this program, we do not have enough textbooks and materials.			●	
3.	Reading and math are taught differently here than in the regular school.			●	
5.	I am learning about new things that I want to know about in this program.				●
9.	My alternative program teachers make things interesting because of the way they teach.				●
(13).	I cannot finish my classwork because there is too much noise in the room.				●
(17).	The things we learn in this program are boring.				●
		(Negative)		(Neutral)	(Positive)

CAREER DEVELOPMENT

Refers to the alternative program students' assessment of whether the program's career development components are interesting, related to class work, and preparing them for the world of work.

Items		Strongly Disagree	Disagree	Agree	Strongly Agree
6.	This alternative program is helping me to learn about careers and jobs.			●	
19.	The counseling services that are available have helped me in the last year.			●	
22.	I am taking part in an off-site work experience offered by my program.	N/A			
23.	The work experience offered by my program has been interesting to me.	N/A			
24.	Some of the things I do in class can be used on my program's off-site work experience.	N/A			
		(Negative)		(Neutral)	(Positive)

PREP 7

(A Component of Alternative Directions for the 80's)

ADMINISTRATOR:	Oswald Giulii, Activity Manager/Larry Aniloff, Coordinator
HEADQUARTERS:	6901 Rising Sun Avenue
TELEPHONE:	745-7021
GRADES SERVED:	10-12
NO. OF PUPILS:	120
NO. OF SCHOOLS:	2

OBSERVED ACTIVITIES

PREP 7 was fully implemented in 1979-1980, its final year under ESEA Title IVC funding. It was staffed by seven teachers and a secretary. One teacher served as project coordinator in addition to his teaching duties.

PREP 7 provided an alternative, off-site setting for 118 students from Olney and Frankford High Schools. These were students with good academic potential who were not succeeding in the large high schools. In order to be eligible for PREP 7, students had to have California Achievement Test (CAT) scores at or above the 43rd percentile and failing grades in at least one major subject. In the spring of 1979, the project coordinator screened student records at the two high schools and their feeder schools and contacted the families of eligible students, inviting them to submit applications for the 1979-1980 year. (Records of self-referred students also were screened.) By May, a list of eligible applicants had been established, and students were admitted to PREP 7 to the extent that space was available. Students for whom there was no space were held on a waiting list. In the course of this recruitment/selection process, there was much effort expended to ensure the admission of students who would benefit from the program.

PREP 7's approach to education was a traditional one. The emphasis was on cognitive learnings and preparation for post-high school education. Students attended classes five periods each day (8:10 to 1:10). Course offerings were in the areas of social science, science, mathematics, Spanish, English, and reading; and course content was in accord with the curriculum requirements of the School District. Each student's roster was created by the coordinator. Students did not select their own courses.

The evaluator observed that classroom instruction was usually conducted in a whole group format (average class size at PREP 7 was 20). Teachers usually lectured or conducted question and answer sessions. Films, as well as trips to museums, theaters, etc., were used when appropriate. Students were usually

listening to lectures, answering teachers' questions, reading textbooks, or answering textbook questions in writing. Only occasionally was student to student discussion observed.

Despite this very traditional teaching/learning approach, the climate at PREP 7 was informal, and there appeared to be rapport between teachers and students. The staff provided much support and guidance for students beyond the scheduled class times, and large portions of staff meetings were devoted to discussing individual students and planning for their needs.

Post high school education was an important goal for PREP 7 students. Consequently, students received help from the coordinator in selecting appropriate schools and with the preparation and submission of applications. As a result, 36 of the 48 seniors were accepted by universities, community colleges, or technical schools.

Overall, students at PREP 7 appeared to be satisfied with their educational experiences there. Their responses to the Alternative Programs Student Questionnaire, as well as their comments to the evaluator, indicated that their attitudes toward teachers, attitudes toward program, and attitudes toward peers were in the positive range. Four of the six curriculum and instruction items were positive and two were neutral, (see Appendix A).

ATTAINMENT OF OBJECTIVES

Objective 1: At least 50% of the students who are new to the program will increase their attendance over the 1978-1979 school year, and the overall 1979-1980 attendance rate shall be the same as (within three percentage points) or higher than the 1978-1979 attendance rate.

The objective was attained. Project staff recorded each pupil's attendance on the Alternative Programs Student Record Form. Comparisons of the 1979-1980 and 1978-1979 attendance rates for 57 new students revealed that 47 improved their attendance over the previous year, and ten had attendance rates which decreased or did not change.

Overall program rates of attendance were 81% in 1978-1979 and 88% in 1979-1980.

Thus, with 82% of the new students demonstrating improved attendance rates and a nine percentage point increase in attendance rate for all students, PREP 7 has exceeded the attendance criteria.

Objective 2: At least 50% of the students will maintain or increase their National Percentile Ranks of the California Achievement Total Reading Score.

The objective was attained. California Achievement Test NPRs for Total Reading Scores for both years were available for 64 students. Of these 36 had NPRs that were the same or higher, while 28 had lower rankings.

Objective 3: The percentage of students of one race in the program will not be below 40% nor above 60%.

The objective was attained. Racial balance information was provided by the project coordinator at the beginning and the end of the school year. At the end of the year there were 63 (53%) white and 55 (47%) black students on roll at PREP 7.

Objective 4: For students who are new to the program, there will be a 50% decrease in the number of unsatisfactory performance ratings in major subject areas.

The objective was attained. Students' performance ratings in academic subjects were recorded on the Alternative Programs Student Record Form. For 59 new students, 210 ratings in science, English, reading, and social studies were compared for 1979-1980 and 1978-1979. In 1978-1979, 104 of the ratings were unsatisfactory. In 1979-1980, there were only 38 unsatisfactory subject performance ratings for these same students. The difference of 66 ratings represents a 63% decrease in the number of unsatisfactory subject ratings.

IMPACT

PREP 7 was fully implemented. A traditional, academically-oriented education was provided to 118 students in an off-site alternative high school. Seventy-five percent of the seniors had specific plans to continue their education upon graduation from PREP 7. Student attitude toward the program was favorable, and relationships between staff and students were informal and cordial.

All program objectives were attained. The school was racially balanced, improvement in student attendance exceeded the criteria, the number of unsatisfactory performance ratings in major subjects was reduced, and CAT Total Reading percentile rankings were maintained or improved by more than half of the students.

This was the final year of ESEA Title IVC funding for PREP 7. The program has been continued as an alternative program funded under the operating budget.

APPENDIX A

The Alternative Programs Student Questionnaire (secondary school version) has been administered to students in the alternative programs since December, 1975. This instrument was designed to provide programs with some information regarding students' attitudes toward their teachers, their peers, the program, the curriculum and instruction being offered, and the career development offerings. The results are provided below in a graphic format to portray a general picture of students' attitudes in each of these areas.

Although an individual item cannot be viewed as providing a valid description of students' attitudes, the combination of items into factors affords programs the opportunity to examine students' responses in relationship to their own knowledge of the program's status. The data may be used to identify actual or potential problems and to provide support for current practices. The consideration of such information is an important facet of the evaluation/development process.

The results are presented for each item according to the factor it is associated with. PLEASE NOTE THAT THE RESPONSES TO NEGATIVELY WORDED ITEMS HAVE BEEN REVERSED SO THAT A SCORE IN THE POSITIVE RANGE ALWAYS INDICATES A POSITIVE ATTITUDE. The area in the center of each graph (denoted by dashed lines) represents the neutral attitude range. The column headings that appear on the graphs correspond to the response categories within the questionnaire (Strongly Disagree, Disagree, Agree, Strongly Agree). Where a response of "Disagree" indicates a favorable attitude, it has been coded as favorable. THAT IS, THE AGREE AND STRONGLY AGREE CATEGORIES ALWAYS INDICATE A POSITIVE RESPONSE, REGARDLESS OF THE DIRECTIONALITY OF THE ITEM. SUCH ITEMS HAVE PARENTHESES AROUND THEIR NUMBERS.

PREP 7 RESPONSES

ATTITUDE TOWARD TEACHERS

Refers to the alternative program students' assessment of their teachers' practices in the areas of instruction, grading, and interpersonal relations.

Items		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	My teachers explain things so I can understand.				●
(8).	I don't think most of my alternative program teachers care about me.				●
10.	The grades my alternative program teachers give me are fair.				●
(14).	I am afraid to tell my alternative program teacher when I don't understand something.				●
(15).	My alternative program teachers expect me to do things that are too hard for me.				●
20.	It is easy to tell my alternative program teachers about problems I am having.			●	
		(Negative)		(Neutral)	(Positive)

ATTITUDE TOWARD PROGRAM

Refers to the alternative program students; assessment of their feelings about the alternative program and their desire to complete high school.

Items		Strongly Disagree	Disagree	Agree	Strongly Agree
(4).	I do not want to be in a program like this next year.				●
(12).	I do not expect to finish high school.				●
16.	I enjoy being in this program.				●
21.	Since entering an alternative program, I have been able to do more school work.				●
		(Negative)		(Neutral)	(Positive)

ATTITUDE TOWARD PEERS

Refers to the alternative program students' assessment of peer relationships within the alternative program.

Items		Strongly Disagree	Disagree	Agree	Strongly Agree
(7).	It is hard to make friends in this program.				●
11.	I enjoy working on projects with other students in this program.			●	
18.	Since joining this alternative program, I have more friends.				●
		(Negative)		(Neutral)	(Positive)

CURRICULUM AND INSTRUCTION

Refers to the alternative program students' assessment of whether their teachers' instructional strategies and the program's curriculum are varied, interesting, and geared to meeting their needs.

Items		Strongly Disagree	Disagree	Agree	Strongly Agree
(2).	In this program, we do not have enough textbooks and materials.		•		
3.	Reading and math are taught differently here than in the regular school.		•		
5.	I am learning about new things that I want to know about in this program.				•
9.	My alternative program teachers make things interesting because of the way they teach.				•
(13).	I cannot finish my classwork because there is too much noise in the room.				•
(17).	The things we learn in this program are boring.				•
		(Negative)		(Neutral)	(Positive)

CAREER DEVELOPMENT

Refers to the alternative program students' assessment of whether the program's career development components are interesting, related to class work, and preparing them for the world of work.

Items		Strongly Disagree	Disagree	Agree	Strongly Agree
6.	This alternative program is helping me to learn about careers and jobs.			•	
19.	The counseling services that are available have helped me in the last year.				•
22.	I am taking part in an off-site work experience offered by my program.	N/A			
23.	The work experience offered by my program has been interesting to me.	N/A			
24.	Some of the things I do in class can be used on my program's off-site work experience.	N/A			
		(Negative)		(Neutral)	(Positive)

BUILDING BRIDGES

ADMINISTRATOR:	Charles P. Colgan, Activity Manager
HEADQUARTERS:	401 N. Broad Street, Room 704, Philadelphia, PA 19108
PBRS CODE:	20-19-913
STATE CODE:	76514C
OPERATING YEARS:	1976-1979 (formerly the Joint Planning Council project, Title III-ESEA, 1972-1976)
GRADES SERVED:	K through 12
NO. SERVED:	Pupils 23,600, Teachers 1,837, Administrators 163, Others 8
NO. OF SCHOOLS:	128
NO. OF EMPLOYEES:	Full time: Professional 1, Paraprofessional 0, Clerical 1 Part time: Professional 55, Paraprofessional 20, Clerical 0
CURRENT BUDGET:	$154,825
SERVICE PROVIDED:	The opportunity for students in paired public and nonpublic schools throughout the School District to participate in enrichment activities during and after the school day.
EVALUATION TEAM:	William E. Loue III, Lisbeth Sklar*

OBSERVED ACTIVITIES

This project was fully implemented according to its intended mode of operation.

The project consisted of two components: the Building Bridges component provided opportunities for students in paired public and nonpublic schools to interact during enrichment and/or community service activities; the Performing Arts component provided live musical and dance programs to students in public and nonpublic schools.

Building Bridges

The Building Bridges component approved 37 individual paired-school programs for this project year. At the end of the project year, records indicated that 35 programs were operational; only two programs were terminated by the project director during the project year. Of the 30 programs approved to begin in the fall term, 12 were extended for the spring term as well. Seven new programs were approved, at mid-year, for the spring term.

The theme "Philadelphia is My Community" continued to serve as a unifying factor for the individual paired-school programs. Again, a brochure was distributed to all schools describing the three areas considered germain to the overall theme: Ethnic Studies/Know Your Neighborhood, Student Community Service, and School Community/Parental Involvement. Paired schools wishing to submit proposals were required to relate their proposed activities to one

of the three themes stated in the brochure. Further, if schools elected to submit two or more proposals, the second proposal had to be service related. A committee comprised of the public and nonpublic project administrators, the evaluation team, and representatives from the Office of Federal Programs scored individual paired-school proposals to guide the final selection of activities funded. Proposals submitted for this project year showed a higher level of academic substance and more evidence of specific planning than proposals submitted in prior years. Observations by the evaluation team and project staff corroborated this.

Paired-school programs this year operated in all three thematic areas suggested in the project brochure: Ethnic Studies/Know Your Neighborhood (31 programs), Student Community Service (5 programs), and Parental Involvement (1 program). Within these major thematic categories, a variety of pupil interests were served including the following: Ethnic Studies (including literature, dance, drama, crafts), community histories, math origins, neighborhood planning and photography, outdoor murals, International Classroom, and volunteer work with nursing home residents and handicapped children.

Twenty-five observations were made of 19 programs. In most programs observed (15), teachers created specific activities and strategies to encourage an integrated seating arrangement. Also, during most programs, observations revealed that interaction activities were planned, usually as a warm-up exercise, taking an average of 10 minutes of the program time. It was further observed that student interaction was actively encouraged during the activity in most programs to the extent that 18 of the 25 paired-school programs observed had 70% - 100% of the pupils actively interacting. Most of the programs (21), when observed, were conducting lessons that related to the accepted theme. These observed results are a great improvement over prior years.

Performing Arts

The Performing Arts component was organized as an informal coalition between Young Audiences, Inc., who provided musical programs to elementary students, and the Philadelphia Civic Ballet Company, who provided dance programs to upper elementary and secondary students.

Young Audiences. The Young Audiences (YA) component served 11 schools, including two parochial schools and two schools for special education students. Each school received a series of six programs that included a wide range of ensembles such as brass, strings, percussion, woodwinds, opera, flute and guitar, and voice and instrument. Each program visit consisted of two performances by the artists: (1) an auditorium presentation for large groups and (2) an intensity workshop series to a core group of one or two classes. In addition, jazz composers' workshops (5) were conducted in the special education schools. This workshop format encouraged student dialogue with the performers and active physical participation.

In general, participating students for Young Audiences presentations were from the fourth through sixth grades. This range of grades was occasionally expanded by schools to tailor the program to their particular needs.

The Young Audiences Project Director conducted preparatory meetings with each school principal in order to explain the series, determine the artists and schedule, and discuss the selection of student and teacher participants. Teachers participating in the intensity workshops received preparatory materials for classroom use and program evaluation forms for reporting to the YA office at the close of each series. Members of the YA staff met with the participating teachers and the librarian in each school. Emphasis was placed on the value of integrating the YA program content into the regular classroom curriculum, and a conference was held with the librarian to select related materials for prominent display in the library during the YA series.

Civic Ballet. The Philadelphia Civic Ballet Company component consisted of a contingent of four to five dancers, a technician, and the narrator/moderator. The basic presentation, called "Dance, the Language of Movement," was performed in 30 public and 11 non-public schools. Founded on the concept of self-expression through both formal and free use of the body, the program strove to provide an appreciation for the power of movement in aiding communication and self-expression. In the process, the dancers employed choreographic materials in a variety of dance idioms as well as spontaneous, improvised free movement.

Each Civic Ballet presentation was preceeded by communication with a spokesperson (teacher, vice-principal, principal) for the intended audience. The purpose of this pre-planning was to insure that the program related directly to all ages, lifestyles, perceptions, or special needs of the intended viewers. During the presentation, the narrator interacted with the audience to determine if further modifications were appropriate and adjusted the presentation to the moods and unanticipated needs of the audience. Shortly after each performance there was an informal, back-stage follow-up communication with the school spokesperson to assess the effectiveness of the program. The length of the presentation was generally 45 minutes. Additional time was allotted for a question-and-answer period if the school requested it, even though most schools did not. Since the performance finale involved selected students and teachers dancing on stage with the dancers, most schools elected to end the program on that high note.

As a follow-up to the live performance, each participating school was given a specilly created booklet, also called "Dance, the Language of Movement." The booklet contains information, vocabulary, and ideas to help teachers plan follow-up lessons and activities to the Civic Ballet performance.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1979-1980 school year 90% of the Building Bridges paired-school programs will (1) maintain a minimum attendance rate of 70% and (2) be balanced to the extent that neither public nor nonpublic students will represent more than 60% of the program participants for 75% of the actual number of meetings held with students.

This objective was attained.

It was the joint decision of the project director and the evaluation team that programs terminated by the project director during the project year would not be included in the sample of operating programs. However, any program meeting less than 10 times that had not been terminated by the project director was included.

Monthly Attendance Forms were distributed to each paired-school program. At the conclusion of the school year, a review by the evaluation team of the Building Bridges Attendance Forms for the 34 programs that submitted usable records revealed the following: (a) 33 programs (97%) achieved an attendance rate of at least 70% for at least three-fourths of the sessions, and (b) 34 programs (100%) achieved the criterion for a balance between public and nonpublic students for at least three-fourths of the sesions.

Objective 2: During the 1979-1980 school year, each Building Bridges paired-school program will provide activities specifically designed to promote interaction between public and nonpublic students to the extent that at least 80% of the participating teachers will (1) attend two workshops focusing on affective education techniques specifically selected to promote student interaction, as indicated by workshop attendance records and (2) plan and implement at least one specifically designed activity during each project meeting to promote interaction, as indicated by the Teacher's Logs to be submitted at the conclusion of the program.

This objective was not attained.

A total of three workshops were conducted during the project year in the months of October, February, and May. The May workshop was a make-up workshop for those who could not attend in February. For each workshop, two members of the Affective Education Project (AEP) staff planned and presented large- and small-group activities especially designed to promote interaction.

Because some programs didn't begin until after the February workshop, it was impossible for those teachers to attend more than one workshop. Therefore, it was the joint decision of the project director and the evaluation team to drop these 5 teachers from the total number of teachers and aides (N=73) and apply the 80% criterion to teachers who had the opportunity to attend at least two workshops

(N=68). It should be noted that the total number of teachers and aides (N=73) does not include those whose programs were terminated during the project year.

An attendance record for all three workshops was maintained by the project staff. A review of this record by the evaluation team revealed that 42 of the 68 teachers and aides attended at least two workshops. Thus, the 80% criterion of participation was not achieved.

All participating teachers were sent a copy of the Building Bridges Teacher's Log with instructions to "list interaction activities conducted during your Building Bridges sessions. At least one interaction activity should be listed for each program session." Because all teachers had the opportunity to include interaction activities in thier individual programs, it was agreed that all Building Bridges teachers would be included in the sample unless their program was terminated by the project director.

Of the 35 programs operating, 21 returned their completed Teacher's Log. Only 12 programs of the 21 who kept and submitted their Logs showed evidence of a planned interaction activity for each project meeting. Thus, the 80% criterion for interaction activities was not achieved.

Objective 3: Guest artists from Young Audiences, Inc. will (1) make vocal and instrumental presentations in at least nine public and nonpublic elementary schools and conduct intensity workshops and demonstrations with core groups of selected students, as indicated by project records and (2) conduct a composer's workshop of four days duration at two schools for handicapped children as documented by project records.

This objective was attained.

The Young Audiences component served eleven (11) schools, including two nonpublic schools, and special education classes in two schools. Nine schools received a series of six musical programs that they selected with the guidance of Young Audiences personnel. The musical programs featured duos, trios, etc. who performed, introduced their instruments, and explained many musical terms. Two presentations by each musical ensemble were made during each school visit: one to a large group approximating 200 students; and one using a workshop format during which an intensified curriculum was presented. A complete schedule was forwarded to the evaluation team who monitored one program in its entirety from planning meetings to completion. Satisfactory attendance records were received by the evaluation team for 6 of the 9 programs. However, records maintained by Young Audiences verified attendance at all programs.

Two schools participated in the special education component. In each school, two classes of approximately 10-15 students each were selected to participate in

the composer's workshop series. A Young Audiences-selected composer/performer gave each class four one-hour sessions during which the students were given selected instruments, introduced to musical patterns, and encouraged to explore the instruments and improvise music using these discoveries. During the fifth meeting, each class was treated to a professional three-piece jazz ensemble concert (the ensemble included their composer/instructor) which included a rendition of one of the student compositions. Students ended their composer's workshop experience by improvising along with the professional musicians. Program observations by the evaluator and attendance records verified the implementation of the workshops and student attendance.

Objective 4: The Philadelphia Civic Ballet Company will make a minimum of 38 presentations of "Dance, the Language of Movement" to students enrolled in junior high or middle grades in public schools or in upper elementary grades of nonpublic schools, as indicated by project records.

This objective was attained.

Members of the Philadelphia Civic Ballet Company performed for 19,228 students at 41 schools (30 public and 11 nonpublic). Groups attending the performances ranged in size from 200-1800 students, averaging 469 students per performance. A complete schedule of all performances was forwarded to the evaluation team who observed student and faculty enthusiasm for the dance program at selected schools. Although only 8 schools returned attendance forms, careful project records that included attendance data were maintained by the Company Director and were forwarded to the evaluation team.

Objective 5: During the 1979-1980 project year, each Performing Arts component will distribute, to participating teachers, written preparatory and/or follow-up materials that relate their artistic presentations to the general curriculum.

This objective was attained.

The Young Audiences program provided teachers with preparatory materials directly related to their six-part program. The materials included the following: background information about the visiting ensembles, a tentative list of the pieces they planned to present, vocabulary germain to each presentation, suggested classroom activities, and illustrated directions for instruments that could be made easily in the classroom. In addition, a Young Audiences represenatative met with the librarian in each participating school to identify related books and materials in the school library and to encourage a display of these materials to stimulate student interest. The evaluation team received copies of these materials.

The Civic Ballet staff distributed a specially-created 24-page booklet called "Dance, the Language of Movement." The booklet, given to the contact person in each school, was designed to be used as a follow-up to the Civic Ballet presentation

of the same title and included the following: a statement of the philosophy and intent on which the presentation was founded, ideas and emotions to express through dance, a calendar of dance events and sources of information about local dance companies and performances, who's who in dance, dance related films available through the local library, a dance glossary, suggested whole school projects, suggestions for follow-up by teachers and students, a list of records for classroom listening and movement experiences, a list of readily available dance books, and background information about the Philadelphia Civic Ballet Company. The evaluation team was given a copy of this publication.

IMPACT

The project was fully implemented according to its intended mode of operation.

The Building Bridges component continued to organize classes from public and nonpublic schools in joint programmatic activities.

Proposals submitted to the project for review and funding this year adhered closely to the suggested themes, showed a higher level of academic substance, and more evidence of specific planning than proposals submitted in prior years. Observations corroborated this.

The reduced number of operating paired-school programs and their improved record-keeping enabled the project administer and the evaluation team to monitor closely program attendance rates and the required maintenance of a balance between public and nonpublic participants. The objective that established the attendance and balance criteria was fully attained.

Three workshops for participating teachers provided theory and techniques for promoting student interaction. However, the percentage of teachers attending at least two of these workshops did not meet the criterion as stated in the objective. All participating teachers were asked to maintain the Building Bridges Teacher's Log as a record of the interaction activities they planned and implemented with the students in their program. However, the expected criterion for the planning and implementation of interaction activities was not met by teachers who kept and submitted their logs.

The Performing Arts component continued to provide extensive live music and dance experiences throughout the school year for students on all grade levels. Both Young Audiences, Inc. and the Philadelphia Civic Ballet Company met their criteria for service to students. Each component provided participants with materials selected and/or created to relate their artistic presentations to the cirriculum and to reinforce new concepts introduced during the presentations.

CONSUMER AFFAIRS EDUCATION SERVICE

ADMINISTRATOR:	E. Ruth Rodman
HEADQUARTERS:	Stevens Administration Center
TELEPHONE:	923-9105
PBRS CODE:	20-18-877
STATE CODE:	76512C
OPERATING YEARS:	1971-1980
GRADES SERVED:	K-12
NO. SERVED:	Pupils 25,000, Teachers 1,100, Administrators 80, Other 400
NO. OF SCHOOLS:	280
NO. OF EMPLOYEES:	Professional 4, Paraprofessional 1, Clerical 1
CURRENT BUDGET:	$69,825
SERVICE PROVIDED:	Consumer Education specialists conduct workshops and conferences, develop materials and train teachers to use individualized Consumer Education modules, and make available for teachers multilevel-multimedia instructional materials in the Consumer Affairs Resource Center.
EVALUATION TEAM:	Robert N. Sebastian, Louis Scheiner

OBSERVED ACTIVITIES

The Consumer Affairs Education Service (CAES) was similar in intent and implementation to the previous year's project, structured to provide on-site school programs for teachers and administrators, as well as inservice programs, workshops, and a central reference bureau at the main office site. The purpose of the various activities was to provide strategies, suggestions, and outlines for the teaching of consumer education at elementary, middle, and high school levels and to provide teachers and administrators with back-up materials and curriculum guides pertinent to their areas (i.e., math, business education, home economics), consumer economics, and specialized consumer education.

The Resource Center of the CAES project served as a central link in the communications between student, teacher, parent, and administrative users and the CAES staff. A unique aspect of the CAES program is its dovetailing with programs sponsored by organizations outside the School District which focus on consumer-related issues. For example, materials produced by the CAES staff were not only used in public and nonpublic schools, but also by groups such as the Consumer Council of Greater Philadelphia. Moreover, materials produced outside the School District, such as the nutritional kits produced by the Dairy Council, Inc., were adapted to the elementary school classroom and used by approximately 130 teachers in nine schools. In addition, the CAES staff participated in the ongoing Project S.T.E.M. (Shoplifters Take Everybody's Money) with local retailers, jointly sponsored a consumer credit series with the Federal Reserve Bank of Philadelphia, and cooperated with Acme Markets and Fidelity bank in other areas.

CAES functions primarily as an information network. Because of its small staff, emphasis is placed on workshops for teachers and administrators who, in turn, sponsor the curriculum in their schools. Back-up for the training sessions is provided by the centrally located Resource Center which handles telephoned and written requests for texts, such as Consumer Action, videotaped series, such as Just Around the Corner, and information services, publications, and magazines available both publicly and privately (ranging from Federal Government income tax pamphlets to Consumer Reports). In addition to the workhsops, CAES sponsored inservice programs in food and nutrition which, in contrast with the workshops, were offered for teacher credit. These sessions, given year round, were typically of fifteen weeks duration and examined many of the workshop topics with greater intensity.

Two Parent Partnership Workshops attracted 120 participants. The format for these sessions consisted of two-hour morning sessions dealing with areas of consumerism in the community. The annual one-day Consumer Awareness Conference, held on a Saturday at a local hotel, attracted 250 teachers and administrators. The conference goal was to acquaint participants with existing programs, the potential for teaching consumer education at all grade levels, the application of various teaching strategies, and the content and availability of the Consumer Resource Center. School staff development presentations were made before 470 teachers in 11 schools during regular faculty meeting time. The ARCO Issues Conference attracted 375 teachers and adminstrators. The purpose of this conference was similar to that of the Consumer Awareness Conference but it also attracted teachers from parochial schools and from other school districts bordering Philadelphia County. Three other workshop-conferences drew 255 teacher participants.

ATTAINMENT OF OBJECTIVES

Objective 1: To maintain the Consumer Education Resource Center in order to store and distribute materials of previous years, including in-house publications and outside materials, so that 1,200 teachers, parents, adminstrators, and students will be serviced in their request for consumer concepts and strategies throughout the 1979-1980 school year.

This objective was attained. Data were obtained from three different sources: first, the record of individual requests for information and service were contained in the Resource Center Log; second, records of staff visits to schools for workshops and other presentations were maintained by individual staff members; and third, distribution of materials and requests at all conferences were estimated by both the CAES staff and the evaluator. In all, nearly 1,300 parents, teachers, administrators, and others received the services of staff instruction and orientation in the area. Of the 215 people who made individual requests from the Resource Center, 36% were senior high teachers, 26% were middle/junior high teachers, 12% were elementary teachers, and 25% were administrators, special education teachers, out of system educators, and various specialists.

Two thirds of the requests came from phone calls and office visits, and nearly a fifth were from other sources (e.g., workshops/conferences). The average number of requests per month from September, 1979 through June 1980 was 20.9, with a range of 7-30 requests. The fewest requests were in the months of December (8) and June (7).

Of the 168 teachers making individual requests, 40% identified themselves as business and home economics teachers and 10%, as social studies teachers.

Objective 2: To provide staff development at school sites for use of "Banking: A Unit for Consumers," the field-tested version of the banking curriculum developed by CAES, "Just Around the Corner: Basic Skills for Consumers," a videotext program centered on everyday consumer needs, and Project S.T.E.M. (Shoplifters Take Everybody's Money), a joint venture with local retailers. Teachers in all schools which elect to participate in the progrm will receive at least two hours of instruction each by a CAES staff member, and 80% will use the materials within one month of the sessions. Seventy-five percent of the users will rate the materials, as "satisfactory" or "highly satisfactory."

This objective was partially attained. Twnty-one teachers received two hours each of staff development by a CAES staff member in the use of the unit entitled "Banking: A Unit for Consumers," designed to be used with students in grades 9-12 in one-year or one-half-year consumer education programs. The content consists of 10 individualized modules and workbooks for students, pretests and posttests, and directions for use.

Approximately half of the 21 teachers used the materials for this unit within one month of the sessions. The other half have been provided with materials and plan to use them in the fall of 1980. A questionnaire that the teachers were to complete in rating these materials was not developed for distribution to the teachers.

Teachers trained in the program entitled "Just Around the Corner: Basic Skills for Consumers" taught this unit in 6 senior high schools. Four of the schools presented 23 lessons; one school, 15 lessons; and another school, 12 lessons. The unit, a videotape and videotext program for the senior high school, provides a competency-based skills approach to consumer concepts. Series 1 contains 15, 15-minute tapes; series 4 has 8, 15-minute tapes. Each lesson requires a minimum of 2 hours per week.

Training of teachers in Project S.T.E.M. materials was not implemented this year. However, the S.T.E.M. film entitled "Shoplifting-It is a Steal," which was produced during the 1978-1979 school as a joint effort between CAES staff and local retail stores, was borrowed extensively for use by outside community agencies.

Sixty-four elementary and secondary schools used the materials provided by Project S.T.E.M. The materials included a film, a curriculum planning guide, a

fact sheet, and brochures. Approximately 300 S.T.E.M. brochures were distributed at each shcool.

Objective 3: To provide 45 hours of inservice staff development to 40 teachers in "Economics: The Consumer Education Approach, Segment A," and "Economics: The Consumer Education Approach, Segment B," and to provide inservice training to a total of 60 teachers in either "Food and Nutrition--Elementary" or "Food and Nutrition--Secondary," so that teachers acquire knowledge of the respective subject areas.

This objective was partially attained. Five inservice staff development courses were provided to a total of 110 teachers during 1979-1980.

One of the courses, entitled "Food and Nutrition-Secondary," was offered to 25 secondary teachers in a 45 hour course. This three-credit course covered basics of nutrition and implementation of the curriculum in the secondary classroom. Some of the topics covered were nutrition during the life cycle, food identification, basic nutrients, food processing, meal planning, labelling, weight control, advertising, and food buying. The other four courses provided from September 1979 - June 1980 were approved by the State for 30 hours of training (or a total of two credits) instead of the planned 45 hours (or a total of three credits). Thus, the criterion of 45 hours of inservice training was met for only one of the five courses.

During the fall of 1979, 22 elementary teachers attended the two-credit, 30-hour course "Food and Nutrition-Elementary." The course description is similar to that described for the secondary schools except that it is geared to the elementary level.

During the fall, 1979 and spring, 1980, 20 teachers in each semester (or a total of 40 teachers) received training in "Economics: The Consumer Education Approach, Segment A." This two-credit, 30-hour course was designed for secondary teachers who are or will be teaching consumer education. The course focuses on a conceptual framework for consumer education and an awareness of available resources. Specific areas covered included personal economics, decision making, financial management in credit, use of banks, and consumer rights and responsibilities. An additional 23 teachers received training in the fall of 1979 in "Creating Classroom Experiences in Consumer Education" (in lieu of the topic "Economics: The Consumer Education Approach, Segment B.") This two-credit, 30-hour course was designed to explore the use of consumer content in basic skill areas for the elementary classroom. Some topics covered in this course were an overview of consumer education, advertising, economics, protection and nutrition, and use of the Consumer Resource Center.

IMPACT

The evaluation had three major foci: implementation evaluation concerning the activities of project components; attitudinal evaluation of materials, conferences

and workshops; and pretest-posttest evaluations to ascertain effectiveness of staff development and inservice training programs. The evidence from all sources was positive; the numbers of users reached (approximately 1,300) must be multiplied by many times to estimate the indirect effects of the program on students in area schools. Since most of the attendees at conferences and most of the workshop participants and Resource Center visitors were classroom teachers who, in turn, reach an audience of between 30 and 70 pupils each, the indirect benefits of the program are extensive.

DIAL-A-TEACHER-ASSISTANCE (DATA LINE)

ADMINISTRATOR:	Edmund Forte
HEADQUARTER:	Administration Building
TELEPHONE:	299-7819 (DATA LINE 567-7820/LINEA DIRECTA 567-0307)
PBRS CODE:	20-19-794
OPERATING YEARS:	1979-1980
GRADES SERVED:	K-12
NUMBERS SERVED:	Pupils 23,425, Parents 2,433, Other 787
NO. OF SCHOOLS:	Unknown
NO. OF EMPLOYEES:	22 (parttime)
CURRENT BUDGET:	$115,600
SERVICE PROVIDED:	DATA LINE is an afternoon/evening telephone answering service designed to provide information and assistance with schoolwork in the areas of reading/English/language arts, mathematics, science, social studies, foreign languages, and all areas of elementary curriculum to parents and students in the English and Spanish languages.
EVALUATION TEAM:	Marion Kaplan, Mildred M. Asano*, Janice Atkins

OBSERVED ACTIVITIES

Dial-A-Teacher-Assistance (DATA LINE) was fully implemented according to its intended mode of operation. The project, believed to be the first of its kind in the nation, was a telephone answering service designed to 1) respond to parents or pupils' questions related to schoolwork or homework, 2) respond to parents' request for information about the Parent Partnership Program, and 3) receive and respond to questions related to areas of parental concerns.

In its first full school year of operation (September 17, 1979-June 12, 1980), DATA LINE operated for 37 weeks, or 136 evenings. DATA LINE teachers were available from five to eight p.m., Monday-Thursday, whenever school was in session. Homework assistance was provided to pupils and/or parents in reading/English/language arts, social studies, science, mathematics, and foreign languages, as well as in all elementary curriculum areas. Services for the Spanish-speaking community were handled in a similar fashion through a separate line known as LINEA DIRECTA.

In June 1979, project staff made four major recommendations for program changes. All of these were incorporated into this year's operation. First, dissemination of the project's services to students, especially high school students,

was addressed through several means. Data Line information was printed on the secondary students' report cards and on the Division of Instructional Services' computer program utilized by secondary students. Data Line posters were distributed to all public schools in September. The DATA LINE strip posters were printed with the words "HOMEWORK HOTLINE" in large letters. As a result, DATA LINE also became known as Homework Hotline. (Hereafter, when referring to the English-speaking services, the term Homework Hotline will be used.)

Secondly, continuous advertisement of the project's services to students, parents, and community members was suggested. Dissemination of the services was found to be occurring continuously throughout the year. Following the poster distribution in the schools, the Bell Telephone Company inserted a flyer in the September-October billing period to households in the metropolitan area. Radio advertisements were conducted in December and January (e.g., WHYY and KYW). DATA LINE was provided with cost-free community service advertisements on local television networks in February. Then, a three-minute story was presented on EVENING MAGAZINE in March. The DATA LINE numbers were placed on elementary students' report cards in April. The final dissemination effort was made from School Superintendent, Dr. Michael Marcase in May, wherein, a letter was sent to all District Superintendents and school principals to encourage continued use of the services by the students.

Third, a suggestion was made to expand the DATA LINE services to the Spanish-speaking community. The Spanish line, known as LINEA DIRECTA, was established this year and operated under the same policies and guidelines as the Homework Hotline. A Spanish-speaking teacher was available each evening.

Fourth, a more secluded area of the library, a better quality code-a-phone (CAP), and additional copies of resource materials were requested to improve program efficiency and effectiveness. Housed in the Pedagogical Library, this year DATA LINE operated from an alcove in the library where curriculum materials were kept. This area was selected because it was not extensively utilized by the public. The four incoming lines and CAP for Homework Hotline as well as LINEA DIRECTA were housed in the alcove. Four additional call-back lines were located outside of the alcove.

During 18 observation visits, the evaluator monitored project operation and teacher-caller interaction and obtained informal feedback from the teachers regarding their concerns about homework assignments. With regard to program operation, the evaluator found that the DATA LINE tapes were on prior to and after the hours of operation, the project started at 5 P.M. and ended at 8 P.M., resource materials were available as requested, calls were answered immediately (less than three rings), and a log was completed for each call received. Generally, for Homework Hotline, assistance was provided immediately to elementary students on the four incoming lines, whereas the secondary level homework problems were handled from the four call-back lines.

Staffing patterns reflected the anticipated number of calls for each week. Reduced personnel were on board for the first and last two weeks of operation. Nine teachers were on board during the third through fifth weeks of operation. Then, due to an increase in the number of secondary math calls on Homework Hotline, another teacher was added. Thereafter, until the last two weeks of operation, a full evening team of three elementary and six secondary teachers for Homework Hotline and a teacher specifically for LINEA DIRECTA were on board each evening.

Regarding teacher-caller interaction, the evaluator found that the teachers moved at the caller's pace. The length of time spent with each person, left to the teachers' discretion, varied with the complexity of the question. Open-ended questions were initiated by the teachers in order to determine the type of assistance needed: "Did you write the homework down?", "Do you have the formula?", "Did you bring your book home?", "What did the teacher say to do", and "How did the teacher do it?". Questions directed to the teachers included:

How do you alaphabetize a list of words?
How do you diagram a sentence?
How do you solve $Z^2 + 11Z = -24$?
What counting number less than 25 can be added to 95 so that the sum when divided by 9 has a remainder of 1?
What's an executive order?
What's the largest man-made lake in Pennsylvania?
How do bones grow with the body?
What causes rainfall?
Who invented the rosary?

In the process of working with the pupil/parent, the teachers frequently said:

Do you have a dictionary?
Where have you looked or did you look it up?
Do it the way your teacher told you.
How did the teacher say to do it?
Let's go through the _____ problem.
I'll give you an example and I think you'll get the idea.
The procedures for solving for X are _____.
What do you think?
Other possibilities are to look in _____.
Fine... Right... Okay... Great....
We can help you understand what's written, but we don't do your homework.

Generally, the evaluator found that the teachers, while working through homework assignments, responded with spontaneity, focused on the problem

solving process by directing/explaining procedures, gave information or expanded on ideas, reviewed/repeated/clarified steps, suggested sources and locations of resource materials, and acknowledged students' responses. Teachers were found to be communicating with clarity and from content certainty. There was a sense of completion with each person. Teachers often completed their assistance with, "Can you solve it by yourself?", "You seem to be able to do it.", "Do you know what to do now?", and "If you are still having problems, call us back."

In June, a meeting of teachers, the project administrator, and evaluators was held in order to obtain feedback from the teachers. Since the teachers were in a key position to obtain information about homework assignments, their comments provided a basis for assessing project operational efficiency, for providing information to curricular offices regarding the nature of the homework assignments, and for identifying the difficulties pupils were having with their assignments. The DATA LINE teachers acknowledged the limitations on the validity of their comments because their knowledge was restricted to the statements of students who were having homework problems.

The group identified three situations of which they felt teachers, parents, and administrators should be aware. First, pupils often stated that directions for completing their homework were unclear or unavailable. Thus, sharing this information would allow educators to examine how they gave homework assignments and would indicate that confusion often stemmed from not understanding the directions clearly. Secondly, skills involving how to use their textbooks, locating and using resources, and budgeting one's time were common sources of difficulty identified by the teachers. A suggestion was made to continuously reinforce and expand these skills in the learning process; not limited to the reading/English classes. Third, if materials and resources were not available in the home, increased efforts were needed to inform and encourage parents to purchase, borrow, or somehow obtain reference materials and to integrate how this form of parental support contributes to developing problem-solving and research skills.

The teachers discussed situations which may have contributed to students' inability to do their homework or situations which placed them in an awkward position. For example, they indicated that students often did not have their textbooks because books were not permitted out of the classroom. There seemed to be an assumption on the part of school staffs that resource materials were available in the homes, and, often, the pupil indicated that none was available. Some pupils informed the teachers that they were told to call DATA LINE for the answers. Multiple calls for the same assignments occurred (e.g., names of the president's cabinet). Computing long division, working with the metric system, and diagramming sentences were common areas of assistance requested by elementary students.

The teachers also indicated, on the whole, "good students" were calling and often were just unclear on a particular step of the problem solution. Students, who perhaps were a year or two behind their grade levels, did not hesitate to state their grade levels. Some students were unclear or did not have directions for completing their assignments and called for directions. Once directions or explanations were provided, students were often found to know how to do their assignments. Some pupils called for reassurance from the DATA LINE teachers, i.e., if he/she had done the homework problems correctly.

In addition, teachers indicated that sometimes they were exposed to innovative/creative teaching ideas/techniques. A question arose as to whether or not DATA LINE could refer those ideas to the appropriate curriculum offices. It would serve to acknowledge a teacher for his/her contribution to education and to provide additional teaching ideas and techniques for other classroom teachers.

In relation to improving project operation, suggestions included changing the location of the phone signals (lights), obtaining additional materials and equipment (e.g., wall clock, calculators, access to copiers, and headsets), and revising the log sheet (e.g., additional items to specify whether or not the pupil attends the Philadelphia or suburban public schools).

DATA LINE has been considered for replication in a number of districts, nationwide. The project coordinator was invited to Crestview, Florida; Charlotte, North Carolina; French River Teacher Center in Massachusetts; Harrisburg Board of Education in Pennsylvania; and the Loraine City School System in Ohio to share program information or to assist in establishing similar programs in those communities. Visitors to this project included representatives from the Teacher Corps in Wilmington, Delaware; Board of Education, City of New York Center for Education Planning; INTERSHARE in Brooklyn, New York; and the Pennsylvania Secretary of Education. Similar programs have been implemented at the French River Teacher Center in Oxford, Mass.; INTERSHARE Library Project in Brooklyn, N.Y.; Battle Creek Public School in Michigan; Charlotte-Mecklenburg School System in Charlottee, N.C.; and by the United Federation of Teachers for 17 elementary schools in New York City.

ATTAINMENT OF OBJECTIVES

Objective 1: An afternoon/evening telephone answering service will be provided to respond to parents or pupil's questions related to schoolwork or homework. Experienced teachers will answer questions in the areas of reading/English/language arts, mathematics, science, social studies, foreign language, and ESOL (English to Speakers of Other Languages).

This objective was attained. The anticipated number of calls for the 1979-1980 school year was 25,600. The combined number of calls from Homework Hotline and

LINEA DIRECTA was 26,645, surpassing the anticipated target by 4 percent. The description of the users and pattern of service utilization will be presented separately for Homework Hotline and LINEA DIRECTA.

A total of 25,480 calls were recorded for Homework Hotline. Of the callers, 88.2% were students, 9.2% were parents, and 2.6% were other members of the community. By school, 83.2% were associated with the public schools, 13.4% were associated with the non-public schools, and 3.4% represented other community members or organizations (e.g., college students). Grade levels associated with the calls were as follow: Grades K-3, 9.8%; Grades 4-6, 41.0%; Grades 7-9, 29.7%; Grades 10-12, 15.5%; and all others, 3.9%. Twenty-one percent of the incoming calls were received between 5:00-5:29 p.m. Thereafter, 15-17% of the calls were logged during each half-hour segment from 5:30 to 7:59 p.m.

Assistance was available in the five major content areas, and service utilization was as follows: foreign languages (French, German, Latin, and Spanish), 2.2%; elementary and secondary mathematics (business, algebra, geometry, trigonometry, calculus, and computer science), 44.5%; reading/English/language arts, 20.2%; science (biology, chemistry, physics, and nutrition), 9.7%; social studies (current events, political science, economics, and geography), 19.5%; and all other (Parent Partnership, art, music, etc.), 3.9%.

A comparison of the patterns of use during 1978-1979 and 1979-1980 revealed that 88% of the DATA LINE calls were from students and 12%, from parents and other community members. Disregarding holidays and snow-day closings, the proportion of calls by day of week was the same for the two years, that is, 22% on Monday, 28% on Tuesday, and 25% each on Wednesday and Thursday. The proportion of calls for grade levels K-3 (11%, 10%) and 7-9 (31%, 31%) remained stable, while there was a decrease for the 4-6 grade level from 48% to 43% and, correspondingly, an increase in the 10-12 grade level from 10% to 16%. (The increased dissemination of the project's services to the secondary schools may have contributed to this change.)

There were 1,165 calls recorded on LINEA DIRECTA (4.4% of the total volume of DATA LINE calls). Of these calls, 82.6% were from students, 7.2% were from parents, and 10.2% were from other community members. By school, 80.3% were associated with the public schools, 6.4% were associated with the non-public schools, and 13.2% were associated with others.

Similar to Homework Hotline, the volume of calls was heaviest in the first half-hour with 27.4% of the calls being received between 5:00-5:29 p.m. This was followed with 12 to 16% of the calls being received in each half-hour segment from 5:30-7:59 p.m.

By grade levels, 8.4% of the Spanish-speaking callers were in grades K-3; 31.8% in grades 4-6; 25.9% in grades 7-9; 19.6% in grades 10-12; and 14.2%

were coded GED/Other. By subject areas, 14.2% of the calls pertained to social studies, 16.8% were in reading/English/language arts, 29.9%, in mathematics, 3.1%, in science, 19.6%, in foreign languages, and 16.4% were in all other areas. Thus, in comparison to Homework Hotline, two obvious patterns surfaced. First, more persons utilizing LINEA DIRECTA were coded with "other" for the school, grade, and subject area categories. Secondly in Homework Hotline, 6% of the calls were in foreign languages/other and 9.7% in science; whereas, 36% of the calls were in foreign languages/other and only 3.1% were in science in LINEA DIRECTA.

A 12-item survey was conducted in 50 classrooms across 26 schools in all administrative districts to ascertain knowledge, use, and helpfulness of DATA LINE. One thousand and eighty students in grades 3-12 completed the form. Thirty-eight percent of the pupils were in grades 3-6, 25% in grades 7-9, 35% in grades 10-12, and 2% did not indicate a grade.

Seven of eight students surveyed had heard of DATA LINE, and their primary sources of knowledge were posters/flyers in the schools and/or their teachers. Ninety-one percent of the pupils had completed or were doing their homework during the hours DATA LINE was in operation. Of those who heard of DATA LINE, 25% used the services. One-half of the pupils who used DATA LINE requested services only once; 79% indicated that the telephone lines were never/sometimes busy; and 84% assessed the services as helpful. As a result, it appears that most pupils surveyed had some knowledge of DATA LINE, and those who used it found the services accessible and helpful.

Objective 2: An afternoon/evening telephone answering service will be provided to respond to parents' request for information about the Parent Partnership Program and its activities.

This objective was attained. One hundred ninety-two referrals were made during the year. Of these referrals, 176 were forwarded to the Parent Partnership Program (PPP). Information about the DATA LINE project or materials were the commonly requested services. Resource materials included Helpful Hints for Parents of Young Children, Parent & Child Together - Reading and Language Arts Activities (grades K-4), and Mathematics Activities (grades 1-6). Requested materials and information usually were forwarded to parents within 48 hours.

Objective 3: An afternoon/evening telephone answering service will be provided to receive questions related to areas of parental concerns. Questions that cannot be answered immediately will be referred to the appropriate office or agency and will be responded to within two days.

This objective was attained. Of the 192 referrals processed during the year, 16 pertained to parental concerns beyond schoolwork and the Parent Partnership Program. Eight requests were referred to Field Operations (ESSA projects and

Adult Education), five requests were forwarded to Curriculum and Instruction Offices, two request were sent to Early Childhood Programs, and the final request was forwarded to a school principal. DATA LINE records indicated that responses to these requests were initiated within 48 hours.

IMPACT

DATA LINE was successfully implemented according to its intended mode of operation. It provided assistance to both public and non-public school pupils, parents, and community members for 136 evenings. The staff expanded from eight teachers in 1978-1979 to ten teachers in 1979-1980. The project also became known as "Homework Hotline" for the English-speaking students.

Recommendations made in 1979 were incorporated into this year's operation. There was continuous advertisement of DATA LINE services, with increased attention in the senior high schools. A separate line was established for the Spanish-speaking community. In addition, requested materials and equipment were secured for the DATA LINE teachers. Program operation recommendations for this year as well as teacher concerns about homework assignments were presented at a year-end meeting. Teachers' concerns pertaining to homework assignments reaffirmed the policies set forth by the School District of Philadelphia: specifically, that a) pupils should be taught how to study before they are expected to work independently, b) the purpose of the assignment and its relation to what has been learned in the classroom must be clearly understood by the pupil, c) home conditions for study and facilities and resources likely to be available should influence the amount and type of homework given, and d) parents should be encouraged to take an active interest in the pupil's homework by making available, if possible, resource materials.

All project objectives were attained. There were 25,480 request for assistance on Homework Hotline and 1,165 requests on LINEA DIRECTA. In general, nine of every ten persons calling Homework Hotline were students and four of every five persons were associated with the public school system. One of every two calls was at the elementary level, approximately one in three was at the junior high level, and one in six was at the senior high level. Almost one of every two calls was in mathematics, while one in five pertained to social studies, one in five to reading/English/language arts, one in ten to science, and the remaining number to foreign languages and other school related concerns. Requests for the Parent Partnership Program and other information were referred to appropriate offices and were responded to within the expected time period (48 hours).

Survey responses from 1,080 students indicated that seven of every eight respondents had heard of DATA LINE. Two of every three users found the service helpful.

In addition to its impact on pupils and parents in Philadelphia, DATA LINE has received nationwide attention, and the service is being replicated or considered for replication in at least seven other school districts.

ENVIRONMENTAL EDUCATION

ADMINISTRATOR:	Fred Hofkin/Charmane Braig - Environmental Center/ Lawrence Krause - Science Mobile Van
HEADQUARTERS:	Administration Building, Room 305
TELEPHONE:	299-7771
PBRS CODE:	20-18-581
STATE CODE:	76535
OPERATING YEARS:	1978-1980
GRADES SERVED:	K-8
NO. OF PUPILS:	32,000
NO. OF SCHOOLS:	122
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	$82,050
SERVICE PROVIDED:	Environmental teachers worked toward increasing student awareness and understanding of the environment through a field trip experience and through classroom discussions.
EVALUATION TEAM:	Marion Kaplan, Millie Asano, Janice Atkins*

OBSERVED ACTIVITIES

The Environmental Education project was fully implemented during 1979-1980, the final year for the project under the current funding source.

There were two components of this project: the Environmental Center and the Science Mobile Van (SMV). The Environmental Center program's focus was to increase student awareness and understanding in the area of environmental science through field trips and classroom discussions. The SMV provided students with demonstrations and hands-on activities.

There were 10,856 participants in the environmental program. A large part of these were at the elementary school level primarily in Districts 7 and 8, though schools in Districts 2 to 6 were served as well. Curricular areas covered were the ecosystem, adaptation, and abiotics. This program included an environmental teacher employed by the School District and a park naturalist employed by the Fairmount Park Commission. The environmental teacher disseminated flyers, explained the program in faculty meetings, and contacted school principals and teachers in order to make presentations to classes either at the Environmental Center or in their schools.

The Environmental Center was located at the Pennypack Nature Sanctuary in Northeast Philadelphia. Each session at the Environmental Center lasted 90 minutes--45 minutes in a class session and 45 minutes on a field trip through one of the trails in the park. These sessions were available daily. Since field trips

were rarely taken from January through mid-March, the environmental teacher designed a 45 minute classroom presentation entitled "The Wonderful World of Creepy Crawly Critters." The presentation was held in 257 classes in 52 elementary public schools.

Children were instructed in whole groups and the Environmental Education Teacher usually presented information, engaged in a teacher-student dialogue, and provided hands-on activities. Students were attentive and responsive to questions asked and raised some of their own.

The Science Mobile Van (SMV) served eight middle schools, 15 junior high schools, and 44 elementary schools across all eight districts. The program was designed to make students more aware of the relationship between science and their environment and to alert them to opportunities for science careers. The curriculum emphasized energy education. Presentations were made using demonstrations, hands-on activities, individualization, and small and large group instruction. Science equipment and/or audio-visual equipment were lent to the schools for follow-up activities. Also, students received booklets, and a lending library was available to students and teachers.

The 34 foot Science Mobile Van (SMV) was equipped with science apparatus and books on science. It was staffed by a teacher and one CETA-sponsored assistant teacher. Later in the school year, an additional CETA worker was hired. The SMV remained at each school for one to three days. Each class session was 45 minutes in length, and usually five sessions were provided daily. Unless a class was composed of less than twenty students, children remained in a whole group for five minutes, then the class was divided into two smaller groups (12-15 students). One group remained in class while the second went on the Van. The groups alternated after twenty minutes.

In the first five minutes, the teacher explained the purpose of the program, presented the SMV's personnel, and discussed career opportunities in the field of science. Usually, six demonstration activities were conducted on the Van. The six demonstrations appeared to be appropriately paced for a 20-minute lesson. Students appeared to be interested in the presentation and responded to questions and posed some of their own as well. No program was provided to the half of the class that waited while their classmates were on the Van (this had been done the previous year). The SMV teacher indicated that it was difficult to give presentations to both halves of the class with only one teaching assistant. He also mentioned that there were some occasions when the van did not arrive at the school on time or at all, if there was a breakdown. Subsequently, the SMV teacher drove to schools prepared with science materials whether or not the van arrived. It appeared that this created an additional burden for the teacher which affected program implementation. However, the situation improved somewhat when an additional assistant was hired later in the year. After that time the evaluator observed presentations being made in both the van and the classroom. In addition to the lessons on the Van, the SMV teacher also presented five assembly programs to groups of approximately 300 students.

ATTAINMENT OF OBJECTIVES

Objective 1: To provide an environmental program where students, teachers and other members of the community are taught about the natural and man-made environment. At least 12,000 preschool, elementary, and handicapped public and non-public school students will be served.

This objective was partially attained. During the 1979-1980 school year 10,856 students from 106 schools or organizations were served in the Pennypack Environmental Center or at their schools. Although this exceeded the number of students reached the previous year (6,800), it was less than the anticipated 12,000 students.

Approximately 71% of those served were public elementary school students. The balance of the participants were preschoolors (20%), special education (4%), organizations (3%), and non-public schools (2%).

This year, in order to determine how teachers provided follow-up to the environmental teacher's presentations, a survey was administered to a sample of 39 teachers. Different forms of the survey were sent to science teachers and classroom teachers.

Twenty-nine of 39 teachers returned the Environmental Education Teacher Follow-Up Survey. Sixteen of the respondents had been visitors at the nature center; seven were science teachers who taught science to different classes throughout the day and whose classes had been visited by the environmental education teacher; six others were regular classroom teachers visited by the environmental education teachers.

The respondents indicated that they had seen the environmental teacher's presentation to their students. Twenty of the respondents reported that the environmental teacher had left a follow-up task for students to perform (e.g., answering questions about the presentation; writing or drawing about the animals shown). Twenty-five of the teachers indicated that they conducted additional follow-up to the classroom presentations. Seven of them engaged in several follow-up activities with their classes. Five classes made subsequent visits to the environmental center. The majority of the follow-up was in the form of lessons and/or class discussions. Two teachers utilized the environmental presentation in a unit. The 16 teachers who took classes to the Environmental Center indicated that there were follow-up activities in their classrooms. The most common activity appeared to be a review and discussion of the visit. These findings suggest that teachers attempted to expand upon the environmental teacher's presentations rather than allowing their students to experience the activities as isolated events.

Objective 2: To provide demonstration and hands-on experiences in energy education to 20,000 middle and junior high, public school students through the use of a Science Mobile Van.

This objective was attained. For the 1979-1980 school year 21,000 students in 23 middle and junior high schools and 44 elementary schools experienced a lesson in energy education (See Table 2). Three special schools were served. During the energy education lessons on the van, students were provided with demonstration and hands-on experiences.

The Science Mobile Van Teacher Follow-Up Survey was administered in order to determine what kinds of follow-up activities were conducted. The survey was administered to a sample of 64 teachers whose students had experienced an SMV lesson.

Twenty-six of the 44 respondents indicated that the SMV teacher asked students to participate in an activity following the presentation; either to answer questions to do a written assignment, or to discuss questions. The activities for the lesson were conducted on the van immediately following the presentation, and included techniques for creating electricity (e.g., a small hand powered generator connected to a light bulb; a galvonometer, a wire coil and two bar magnets to measure the flow of electricity; a meter that measured the number of volts produced by two different batteries; a meter to measure the direction of the electrical flow; a Van de Graff generator). Although two-thirds of the teachers reported that the SMV teacher did not provide additional follow-up materials for the students to use following the presentation, thirty-five teachers reported that they did provide some follow-up activitiies of their own in the classroom. Since many respondents checked several items, there were 70 instances of teacher follow-up to the SMV lessons. In 36 instances, teachers reported that they had conducted discussions. Other frequently noted activities consisted of a follow-up lesson (15) and writing about the SMV experience (10). Six teachers indicated that the SMV lesson was part of a unit they were teaching. Thus teachers appeared to be expanding upon the SMV lessons, but the SMV teacher did not provide consistent coordination with respect to classroom follow-up.

IMPACT

The Environmental Education Project was fully implemented this year. One objective was attained and one was partially attained. The Environmental Center served 10,856 students in elementary schools (which was less than expected) and the Science Mobile Van served 21,000 in 70 schools.

The Environmental Center program was smoothly implemented. The implementation of the science Mobile Van presented some problems. The coordinator of the Science Mobile Van indicated that staff reduction decreased the number of classroom presentations. Also, the SMV lending library was not used as extensively as in the past. When another assistant was hired at the end of the year, this situation improved.

The Environmental Center program provided follow-up activities. When students completed written assignments, they were forwarded to the nature center and displayed on bulletin boards. Students seemed to enjoy the presentations.

This was the third (and final) year for the program funded under ESEA Title IV-C. (Although the Nature Center program will continue until March because of an extension.) The program was successful in providing many children throughout the School District with a science experience that was different from those provided in their regular science classes.

TABLE 1

NUMBERS OF STUDENTS SERVED BY THE ENVIRONMENTAL EDUCATION TEACHER DURING THE 1979-80 SCHOOL YEAR

School	No. Children	No. Schools
Elementary	7707 (71%)	52
Special	459 (4%)	13
Preschool	2153 (20%)	24
Non-public Elementary	220 (2%)	3
Organizations[a]	317 (3%)	14
Total	10856 (100%)	106

[a]The Environmental Education teacher made presentations to such groups as scout troops, Campfire Girls and hiking clubs.

TABLE 2

NUMBERS OF STUDENTS SERVED BY THE SCIENCE MOBILE VAN TEACHER
DURING THE 1979-80 SCHOOL YEAR

School Level	No. Schools	No. Students	%
Elementary	44	13200	63%
Middle	8	2400	11%
Junior High	15	4500	21%
Special	3	900	4%
Total	70	21000	99%[a]

[a]less than 100% because of rounding

MASTERY LEARNING

ADMINISTRATOR:	Earline Sloan/Kathy Conner, Coordinator
HEADQUARTERS:	Administration Building, Room 323
TELEPHONE:	299-7776
PBRS CODE:	20-18-875
STATE CODE:	79099C
OPERATING YEARS:	1979-1980
GRADES SERVED:	1-12
NO. SERVED:	Teachers 45, Pupils 700
NO. OF SCHOOLS:	24
NO. OF EMPLOYEES:	Professional, 4 parttime
CURRENT BUDGET:	$20,765
SERVICE PROVIDED:	Teachers are trained in the techniques and philosophy of Mastery Learning.
EVALUATION TEAM:	William E. Loue III, Marion Kaplan

OBSERVED ACTIVITIES

Mastery Learning is an educational approach which starts from two basic assumptions: 1) virtually all students can learn the basic academic content of the any given unit of study to a level of excellence, and 2) the primary function of the school should be to define mastery goals and to help all students to achieve them.

During the 1979-1980 year, the Mastery Learning Project provided 35 hours of training for teachers from 24 schools. The hours were divided among four all-day sessions and after-school sessions. Fifteen of the training hours were provided at the beginning of the school year so that participants could begin implementing mastery learning with their classes as early as possible.

The training included the theory and methodology of mastery learning. There was instruction on all aspects of the mastery approach, e.g., test-writing, conveying high expectations, higher-order thinking skills, student team learning, and alternative learning strategies. Participating teachers wrote mastery units under the guidance of the mastery learning staff. In addition to the workshops, participants received periodic follow-up visits from project staff. These visits included co-planning, problem solving, and observation and feedback. It was expected that each participant would carry out at least seven mastery learning units during the course of the school year.

In addition to providing training to teachers, project staff also developed two products for use in future training and presentations: a Mastery Learning Manual and field-tested modules for 15 topics related to Mastery Learning. They

also made short presentations about mastery learning to 35 school faculties, three meetings of district staff members, six school cabinets, mathematics department heads, as well as citizen and parent groups.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1979-1980 school year, at least 35 teachers will be recruited for a training program which will include at least 25 hours on topics related to mastery learning as verified by enrollment records and project time sheets.

The objective was attained. Of the 57 teachers who began the mastery learning training program, 44 completed the course. For the twelve teachers who did not continue, reassignment of teaching positions (seven teachers) and difficulties in scheduling (four teachers) were the most frequent reasons given for dropping out. The forty-four teachers who completed the course received 35 hours of classroom instruction in the mastery learning approach, as well as follow-up on-site visits. The project, therefore, was able to provide more hours of training to a greater number of teachers than originally anticipated.

Objective 2: During the 1979-1980 school year, each of at least 30 teachers receiving training in mastery learning will implement at least seven units of study using the mastery approach, as indicated by the submission of written documentation for each unit and as verified by on-site observations conducted by the project staff and/or evaluation team.

The objective was attained. Review of project records and the evaluator's visits to schools revealed that 32 participants implemented an average of 8.2 units each utilizing the mastery learning approach.

Objective 3: During the 1979-1980 school year, the students of teachers receiving training in mastery learning will evidence significant improvement in achievement to the extent that at least 75% of these students will master (achieve a minimum score of at least 80%) at least 90% of unit tests.

The objective was not attained. Analysis of test data from 32 participating teachers who taught 263 units of study (5,156 scores) revealed that at least 75% of their students achieved mastery on 188 (71%) units. It should also be noted that at least 90% of the students achieved mastery on 110 (42%) units (see Table 1). Although the objective was not attained, these results are noteworthy. Fifteen of every twenty students achieved an A or B letter grade for their performance on seven of every ten units of study.

One important component of the mastery approach is reteaching, using learning alternatives, after the formative test (which would be the end-of-unit test under conventional approaches). The effectiveness of this technique is

supported by analysis of formative and summative test results. This analysis revealed that there was a substantial decrease in failure rate from formative to summative unit tests, i.e., there were 1,469 (28%) failures on formative tests and only 575 (11%) failures on summative tests. Also, there was an increase from 50% to 77% in the mastery rates (see Figures 1 and 2).

IMPACT

The Mastery Learning Project was fully implemented. Two of three project objectives were attained. Forty-four teachers received 35 hours of instruction in topics related to mastery learning. Thirty-three of the trained teachers implemented at least seven mastery learning units with their students. Project staff also developed training materials and made presentations about mastery learning to various School District staff.

The objective regarding student achievement, which required 75% of the students to mastery 90% of the units was not attained. However, there was noteworthy student achievement demonstrated. Fifteen of every twenty students achieved an A or B letter grade for their performance on seven of every ten units of study. On four of every ten units, nine of every ten students performed at that level. Moreover, the failure rate was decreased from 28% to 11% between the formative and summative tests.

TABLE I

Analysis of Mastery Learning Summative Test Results by Percentages of Students Mastering Units, 1979-1980

School Level

Percentages of Students Mastering Units	Elementary No. Units	%	Cum. %	Middle/Jr. High No. Units	%	Cum. %	Senior High No. Units	%	Cum. %	All Levels No. Units	%	Cum. %
100%	49	27	27	4	36	36	2	3	3	55	21	21
90-99%	41	23	50	0	-	36	14	19	22	55	21	42
80-89%	36	20	70	6	55	91	23	32	54	65	25	66
75[a]-79%	8	4	74	1	9	100	4	6	60	13	5	71
70-74%	9	5	79	0	-	100	4	6	66	13	5	76
60-69%	20	12	91	0	-	100	5	7	73	25	9	86
50-59%	9	5	96	0	-	100	11	15	88	20	8	94
Below 50%	8	4	100	0	-	100	9	12	100	17	6	100
Total Units	180	100%	100%	11	100%	100%	72		100%	263	100%	100%

[a] Criterion Level

Figure 1

Percentages of Students at Various Grade Levels Who Attained Mastery on Fromative and Summative Unit Tests
Mastery Learning Project, 1979-1980

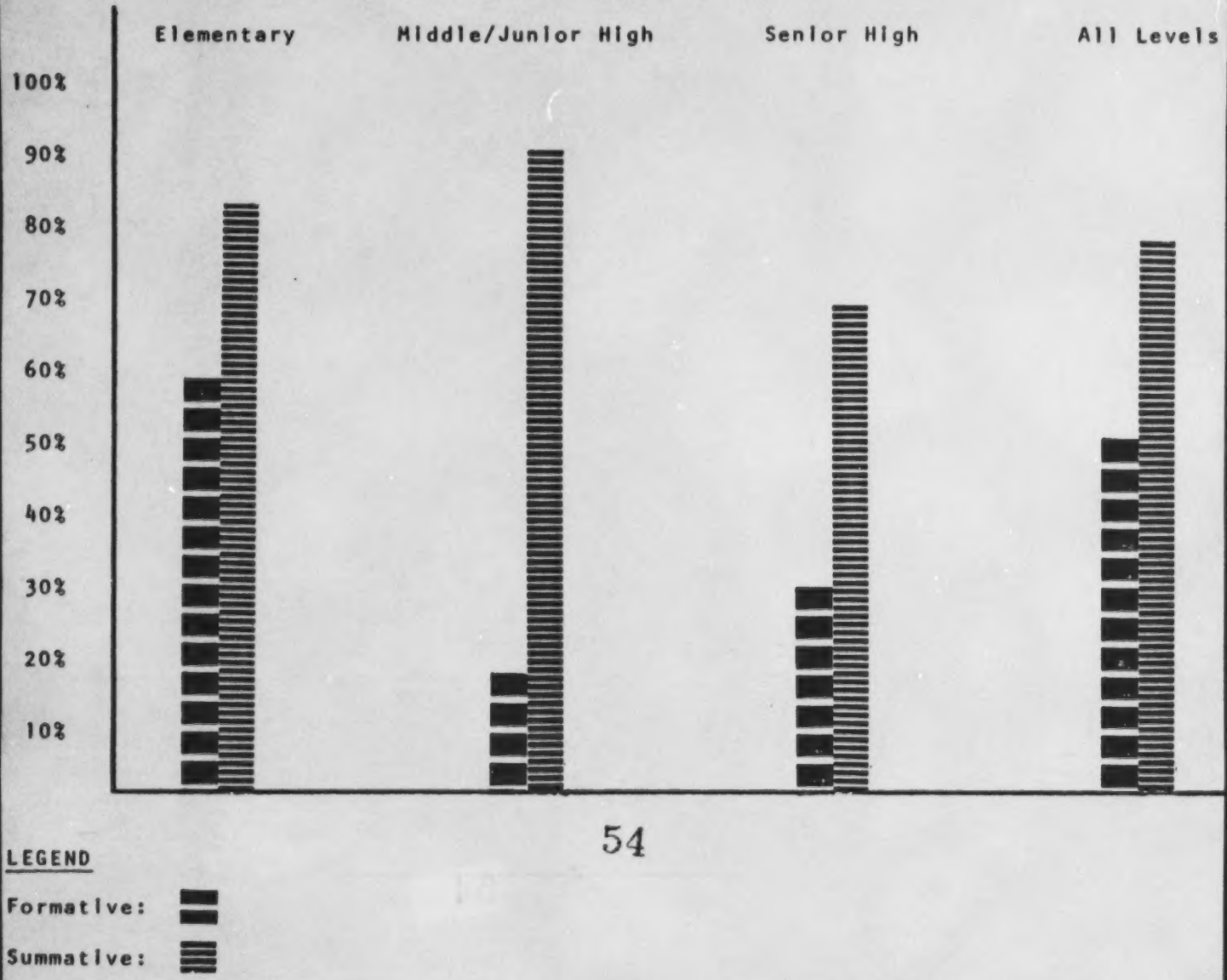
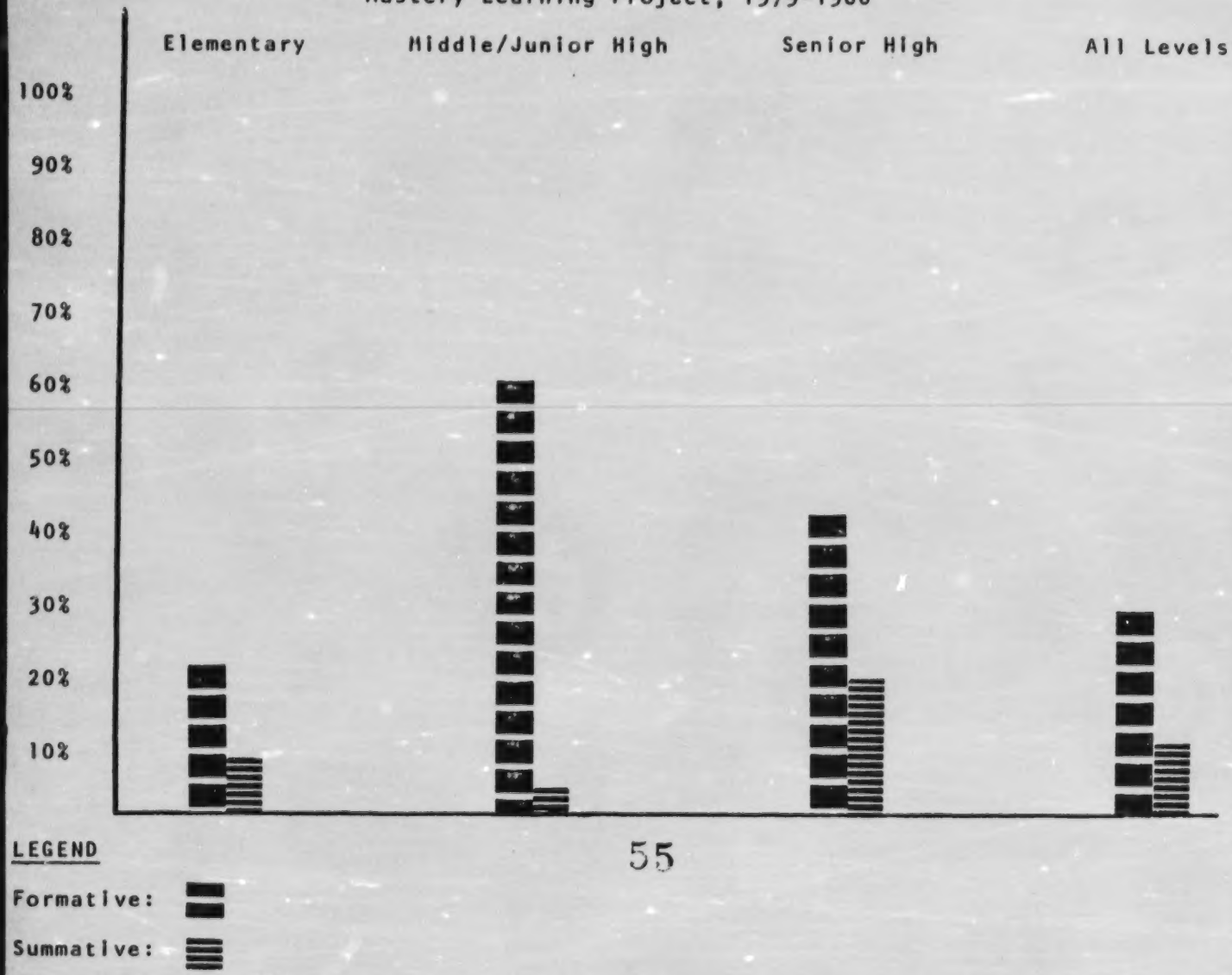


Figure 2

Percentages of Students at Various Grade Levels Who Failed on Formative and Summative Unit Tests
Mastery Learning Project, 1979-1980



MODEL FOR ENRICHING READING THROUGH INSERVICE TRAINING (MERIT)

ADMINISTRATOR:	Hilda K. Carr
HEADQUARTERS:	5th and Luzerne Streets
TELEPHONE:	228-3205
PBRS CODE:	20-06-888
STATE CODE:	76508C
OPERATING YEARS:	1976-1980
GRADES SERVED:	K-12
NO. SERVED:	Pupils 13,777, Teachers 717, Administrators 45, Others 320
NO. OF SCHOOLS:	35
NO. OF EMPLOYEES:	Professional 8, Paraprofessional 0, Clerical 2
CURRENT BUDGET:	$190,586
SERVICE PROVIDED:	Reading specialists help secondary, elementary, and kindergarten personnel to develop and/or improve comprehensive, coordinated reading programs. Consultation and staff-development services are provided to administrators upon request.
EVALUATION TEAM:	Marion Kaplan

OBSERVED ACTIVITIES

All three MERIT components (kindergarten, elementary, and secondary) were fully implemented.

A review of kindergarten service records revealed that the MERIT kindergarten consultant made 205 visits to 21 kindergartens. The frequency of visits to individual schools varied from monthly to weekly, depending upon the need for service. During a typical visit the MERIT consultant demonstrated a specific technique, observed the teacher, and conferred with the teacher. Areas of emphasis in providing classroom services were diagnosis and prescription, organization and management, curriculum and planning, language and listening, parent involvement, and curriculum articulation. In addition to direct classroom services, the MERIT kindergarten consultant conducted seven formal staff development sessions. Staff development topics were Classroom Organization and Management (for new teachers only), Listening and Language Development, Curriculum and Planning, Comprehension Activities, Parent Involvement, Kindergarten Teaching - The State of the Art (presented by a guest speaker), and Record Keeping.

A review of the project's elementary school service records revealed that five MERIT elementary consultants provided services to 24 schools. MERIT consultants directed staff development activities toward the attainment of individual schools' specific reading program goals. (These goals had been established in conjunction with school personnel in 1978-1979.) In 1978-1979, teachers had

indicated their needs for help in instructional areas by completing the Teacher Inservice Preference Survey which identified topic, format, and degree of assistance needed. MERIT consultants combined these specific teacher requests with the priorities of the Reading Improvement Plan to establish a two-year inservice program for each MERIT school.

In implementing the individual school's two-year plan, the MERIT consultant worked with individual teachers as well as with groups of teachers. For service to individuals, consultation, observation, and demonstration were used. Small group services were in the form of miniworkshops or conferences. Content, in both instances, included the full range of reading topics. When large groups of teachers (e.g., whole schools or several schools) had common inservice needs, then MERIT consultants held large group sessions on these topics.

Two major staff development series were conducted by the total MERIT staff for all eligible teachers. In September and January, there were full-day workshops for 47 new teachers. The content of this series included the basic steps of the DRA, demonstration of a reading lesson, organization and management of the weekly reading program, the development of lesson plans and follow-up activities, using test results, and developing comprehension skills and word recognition skills. The other major formal staff development effort was the MERIT Spotlight on The Experts series, sponsored jointly by MERIT and various publishers. Each of the 11 Spotlight meetings featured a professional expert in the field and was open to all members of the specified target population, e.g., classroom teachers in grades 1-4, principals, reading coordinators, in MERIT schools. Most Spotlight sessions were two hours. In some cases, there were two sessions by the same guest speaker aimed at different audiences. Appendix A contains a list of speakers, topics, and sponsors.

A review of the project's secondary school records revealed that two MERIT consultants served 56 teachers and 40 administrators (including department heads) in ten schools. The secondary specialists' service delivery mode also consisted of conferences, observations, and demonstrations. Their emphasis with individual teachers this past year has been the teaching of content from a reading base. Topics covered included specific teaching techniques, lesson organization, and modification of materials to meet the needs of low achieving students.

In order to help the faculties provide instructional programs geared to their third and fourth (lowest) track students, the MERIT consultants focused on establishing, in each school, a MERIT Inservice Team consisting of teachers from the English, social studies, mathematics, and science departments. The MERIT consultant's role on the team was that of catalyst, facilitator, and resource person in fostering interdepartmental communication. For example, consultants introduced "Skill of the Month" activities in a microworkshop for team teachers. Team members were exposed to techniques for teaching a specific reading skill (e.g., cause and effect) within their subject context. All team members

then agreed to focus on the skill for the month. MERIT consultants provided support services to the teachers on an individual basis as they attempted to apply the skill in their classrooms. Because of this interdepartmental effort, students with poor reading skills received coordinated instruction throughout the school day. By the end of the 1979-1980 year, MERIT Inservice Teams had been established in all schools.

ATTAINMENT OF OBJECTIVES

Objective 1: By May 1980, 75% of the kindergarten teachers receiving full MERIT service will improve their reading readiness programs as evidenced by a) the presence of diagnostic and prescriptive records for reading readiness for 75% of the pupils, b) the presence of an articulated reading curriculum between the kindergarten and first grade, and c) the involvement of parents in the primary reading program.

This objective was attained. The evaluator visited the classrooms of eight high priority kindergarten teachers in December and in May. (High priority teachers were either new teachers or teachers in need of extra help.) Data from classroom observations as well as interviews of kindergarten and first grade teachers were recorded on the MERIT Kindergarten Component Interview and Checklist. A summary of these data revealed that seven kindergarten teachers were maintaining diagnostic/prescriptive readiness records for at least 75% of their pupils. In seven schools there was articulation between kindergarten and first grade. This articulation included formal and informal meetings where curriculum, diagnostic issues, and materials coordination were discussed. Six of the kindergarten teachers reported that they had held meetings for parents in which the kindergarten program and its relationship to the primary reading program were explained. Thus, for teachers requiring intensive services, all criteria were met.

Objective 2: By May 1980, elementary schools will have implemented their 1979-1980 Reading Improvement Plans to the extent that 70% of the project schools have attained at least 50% of their priority objectives, documented in the plans developed in the fall.

The objective was attained. During 1978-1979, a needs assessment was conducted in MERIT schools and three reading program goals were established for each school for the 1979-1980 year. In June, 1980 principals and school reading coordinators completed the MERIT Elementary School Survey, on which they indicated the extent of attainment for each goal in terms of program, staff, and pupils. A summary of the data from these forms indicated that 17 of 19 schools attained all three of their goals, and the remaining two attained two of the three goals. Thus, the criterion of having 70% of the school attain 50% of their specific goals was exceeded.

Objective 3: Secondary teachers who are members of the MERIT team will demonstrate skills in a) teaching their subjects from a reading, b) diagnosing and prescribing for individual student needs, and c) providing activities for extending students' study and reference skills. It is expected that 75% of the teachers referred for priority service will have records that support their use of each of the three reading instruction techniques listed.

The objective was considered attained. Because the evaluator changed late in the school year, classroom observations were not completed. Therefore, MERIT consultants were asked to complete a MERIT Observational Scale - Secondary (MOS-S) for each teacher who received service, indicating the extent of classroom implementation for each item on the checklist. For the 28 teachers who were rated, scores on the 24 item MOS-S ranged from 5 to 17, with a mean of 17. Analysis of responses to individual items and groups of items revealed that 23 teachers appeared to be teaching their subjects from a reading base as well as diagnosing and prescribing for individual student needs. Twenty-two of the teachers were rated as implementing at least one reading skill activity.

IMPACT

All MERIT components were fully implemented. Across all components, the MERIT consultants provided services to teachers in a wide variety of reading instruction areas. Services were individualized and geared to specific teacher and/or school needs. In addition, the MERIT staff provided a workshop series for kindergarten and new elementary teachers, and the MERIT Spotlight series featured presentations by experts for a variety of MERIT audiences.

Two project objectives were attained and the third was considered attained. Kindergarten teachers improved their readiness programs to the extent expected, elementary schools exceeded their criteria for attaining individual school reading program goals, and secondary teachers were found to be integrating reading instructional activities into the teaching of content area subjects.

Overall, MERIT appears to have developed successful inservice practices for improving reading instruction in the schools it serves. In November, 1980 MERIT became a validated project of the Pennsylvania Diffusion Panel.

APPENDIX A

The MERIT, Title IV-C Project Proudly Presents . . .

"SPOTLIGHT ON THE EXPERTS"

1979-1980

This program calendar is intended as a long-range planning aid. Additional information regarding exact locations, and detailed outlines of presentations will be mailed to all schools one week prior to each Spotlight Meeting.

DATE	TIME	AUDIENCE	SPEAKER	TOPIC	HOST
Nov. 12	1:30-3:00 P.m. (refreshments)	Classroom Teachers - Grades 1-2-3-4	Dr. Nancy Santeusanio Principal & Professor - Lynfield, MASS - Co-Author, BOOKMARK Reading Program	"Effective Strategies in the Teaching of Reading" - - An Idea Filled, Hands-On Workshop	Harcourt, Brace Jovanovich Inc.
Nov. 15	10:30-11:30 (refreshments)	Principals, Test Coordinators, Teachers interested in Testing Field	Dr. Roger Farr, (Indiana U.) Current President, International Reading Assoc., Author of Reading Tests for Metro '78, Editor Iowa Silent Reading Tests	"What Administrators Should Expect from Testing Programs" (with comments on & Guidelines for teacher-made tests.)	Psychological Corp.
Nov. 27	12:30-3:00 (including Luncheon)	Supervisors, Principals, Reading & Language Arts Coordinators and Diocesan Committees	Dr. James Squire Past President, National Council Teachers of English, Author & Publisher	"Correlating Reading and the Language Arts - What Goes Together and What Doesn't"	Ginn & Company
Dec. 4	10:00-11:30 (including Luncheon)	Principals	Dr. Lee Bennett Hopkins Board of Directors, NCTE, Author of professional texts, and children's books, Poet, TV Host & Columnist for Teacher Magazine	"The Principal's Role in the Teaching of Children's Literature"	Scholastic Magazine & Book Service
	1:30-3:00 (refreshments)	Teachers Grades 7 & 8		"Hey, Books and Poetry ARE Fun - - for Kids and Teachers"	

The MERIT, Title IV-C Project Proudly Presents . . .

"SPOTLIGHT ON THE EXPERTS"

DATE	TIME	AUDIENCE	SPEAKER	TOPIC	HOST
Dec. 5	1:30-3:00 (refreshments)	Teachers Grades 7 & 8	Lee Bennett Hopkins (same as Dec. 4)	(same as Dec. 4)	(same as Dec. 4)
Jan. 28	1:30-3:00	Teachers Grades 4-5-6	Dr. Joan Nelson Professor, U. of N.Y. at Binghamton. Co-Author with Harold Herber of "Reading Across the Curriculum. Senior Author 1980 American Book Readers, Grades 7 & 8	"A Content Reading Workshop - - Changing Views and Meeting Challenges"	American Book Co.
Feb. 1	12:30-3:00 (including Luncheon)	Classroom Teachers Grades 1-2-3-4	Dr. Theodore Clymer Senior Author of Reading 360 and Reading 720. Director, Institute for Reading Research, Carmel, California.	"Effective Strategies for Teaching Decoding and Comprehension Skills"	Ginn & Company
Feb. 13	1:30-3:00 (refreshments)	Teachers - Grades 7 & 8	Dr. Leo Kenear Senior Editor Medallion Literature Series	A Discussion of the Differences Between a Literature Series and a Basal Series	Scott, Foresman Co.
Feb. 26	(refreshments)	Principals, Reading Coordinators	Frances Ferrick Professor, Fordham U., Consultant, Former Administrator Brooklyn Diocese	Administrative Tips on - - "How to Stop and Get A Good Look At Your School Reading Program"	Holt, Rinehart & Winston Inc.
March 13	1:30-3:00 (refreshments)	Reading and Language Arts Coordinators	Dr. Margaret Early Associate Dean, Syracuse U., Past President NCTE, former Co-Editor Journal of Reading (IRA)	"Let's Stop, Look & Think About Reading and the Language Arts -- Where Were We in the 60's & 70's? Where Are We Going in the 80's?	Harcourt, Brace Jovanovich Inc.

The MERIT, Title IV-C Project Proudly Presents . . .

"SPOTLIGHT ON THE EXPERTS"

* The following have agreed to speak to our teachers this year. Details are still being worked out:

DATE	TIME	AUDIENCE	SPEAKER	GENERAL TOPIC AREA	HOST
—	—	Parents, Parent Aides, School Volunteers & Community Members	Dr. Patricia Koppman Consultant to & the former Chairperson of the Committee on Parents & Reading, International Reading Association, Author, Level 13 Pathfinder Reading Program	"Your Child's Reading - - What You Can Do"	Allyn & Bacon Inc.
April -59-	—	Teachers Grades 7-8-9 (Underachieving students)	Dr. Jo Stanchfield Professor, Occidental College, Los Angeles, California - - Co-Author - Vistas Program	"We CAN teach all students with normal intelligence to listen, speak, think, read, and write in the English language."	Houghton Mifflin Co.
—	—	Teachers Grades 1-2-3-4	Dr. Bill Martin, Jr. Author, Professor, Lecturer	"Bringing the Joy, and Beauty and Laughter of Literature into the Primary Classroom."	Holt, Rinehart & Winston Inc.

MINI GRANTS PROJECT

ADMINISTRATOR:	Edmund Forte
HEADQUARTERS:	Administration Building, Room 118
TELEPHONE:	299-7819
OPERATING YEARS:	1978-1980
PBRS CODE:	208-19-794
GRADES SERVED:	K-12 and Special Education
NO. OF PUPILS:	8,500
NO. OF SCHOOLS:	46
NO. OF EMPLOYEES:	None
CURRENT BUDGET:	$50,000
SERVICE PROVIDED:	Through the awarding of mini grants (individual grants ranging from $250 - $1000), Philadelphia teachers and other school personnel were given an opportunity to transform their ideas into creative practice.
EVALUATION TEAM:	Marion Kaplan, Mildred M. Asano*, Janice Atkins

OBSERVED ACTIVITIES

The Mini Grants project was funded for its second year of operation through a grant under Title IV-C of the Elementary and Secondary Education Act (ESEA). These funds provided individuals and groups of teachers or other school personnel the opportunity to transform their ideas into practice.

A planning meeting was held by the Office of Supportive and Instructional Programs with representatives from the various curriculum offices in early October, 1979, wherein, the program's purpose, procedures for awarding mini-grants, and tentative time-line for operation were reviewed. Within weeks, flyers and application forms were disseminated throughout the School District. Approximately 275 proposals had been received by the November 16 deadline date. Proposals were screened by representatives from Supportive and Instructional Programs, Federal Programs, and Research and Evaluation. These readers reviewed the proposals for clarity and compliance with the guidelines.

The proposals were then sent to the appropriate curriculum offices for final review. By November 29, each curriculum division had rank-ordered its proposals and had submitted the results to the Office of Supportive and Instructional Programs. Then that office made the tentative selection of projects to be funded, allocating the grant awards according to the proportion of submissions in each curriculum area, district, and grade level. After the review of the tentative grant awards by the Associate Superintendent of Early Childhood Education and

the District Superintendents, final approval was made by the Superintendent of Schools. The school principals and mini-grant recipients were informed of the Superintendent's decision during the week of January 2, 1980. The Office of Informational Services released a news article about the project and the names of the mini-grant recipients in January, 1980.

Fifty-three proposals, encompassing 19 curriculum areas were funded. These projects covered a variety of purposes. Ten projects were centered around producing a product (e.g., a mural, a magazine or newspaper, a resource center), ten projects focused on improving skills in existing subject areas (e.g., basic skills, foreign languages, physical education), ten projects were concerned with developing a curriculum, model, or workshop (e.g., string instrument or math video curriculum, model for parent involvement), seven projects concentrated on expansion of the curriculum (e.g., metric system, computer science, interior design, photography), six projects were designed to enhance problem solving or decision making skills, five projects focused on the development of an appreciation for arts, foods, or people from different cultures, four projects were in the area of career preparation, and one project was intended to handle students with behavioral problems.

ATTAINMENT OF OBJECTIVES

Objective 1: To provide approximately 35-40 classroom teachers the professional experiences involved in the transformation of creative ideas into actual practice through proposal writing, project implementation, evaluation, report-writing, and project dissemination (both orally and written).

This objective was attained. Fifty-eight classroom teachers and four non-teaching personnel were awarded 53 grants. Ninety-seven percent (60) of the recipients completed the process from proposal writing to project report submission while 3% (2) of the recipients did not complete the process.

Sixty-two teachers or other school personnel were granted the opportunity to put their ideas into practice. Fifty-three projects were partially or fully implemented between February and June, 1980. Representatives from the curriculum office were to monitor the projects and by June, 1980, 87% (46) of the projects were monitored and 13% (7) were not. Of those monitored, teachers in 13 projects requested and received additional services from the curriculum offices, while teachers in 33 projects did not request any further assistance. A list of the Mini Grant projects is included (see Table 1). The information is arranged by discipline areas and also includes the author(s), amount of grant, school, and status of operation.

As part of the recipients' responsibilities, a project report was due at the end of the school year. Fifty-one of the 53 project reports were submitted to

the Office of Supportive and Instructional Programs. Teachers were requested to provide a project overview, goal statement(s), description of project implementation and outcomes, and recommendations in their reports. An example of the quality of the majority of the reports submitted is appended. (The final reports are on file with the Office of Supportive and Instructional Programs and the applicable curriculum offices.)

Generally, the recipients implemented their projects as designed. Project modifications included the elimination of a planned trip or activity, substituting one materials for another, or condensing the content.

Teachers involved in 35 projects indicated that unanticipated situations surfaced during project implementation, while teachers in 16 projects indicated none had occured. Ten teachers indicated that students involved in their projects came from different classes and were unfamiliar with each other, therefore the planned sessions had to be delayed in order to establish a viable group before embarking on the project activities. Seven teachers indicated that they underestimated the amount of time needed to cover the entire content. Late or non-arrival of materials/equipment was the major setback expressed by nine teachers. Other unanticipated events were that vendors did not honor requests because materials were no longer available, a viable logistical arrangement for students had to be designed prior to undertaking the activity, additional adults were not available to assist the teacher, and students had limited opportunities for hands-on activity with only one computer in the classroom.

Teachers assessed the success of their projects. Based on 51 project reports submitted, 41 projects were completed by the end of the school year and ten projects were incomplete because materials /equipment did not arrive. Teachers in 32 projects indicated that the project goals were fully attained, while teachers in eight projects reported partial attainment, and one project reported none was attained. Reports of goal attainment were not yet applicable for ten other ongoing projects.

Fourteen of the 20 product/curriculum development projects produced the intended product. The findings for the 33 projects which focused on basic skills development and cultural appreciation were less concrete. Teachers in nine projects provided data which supported their findings, while teachers in 18 projects provided personal views to support their findings. Project outcomes for the remaining number were not applicable or available at this time.

Even though some project goals were not fully attained, recipients, overwhelmingly held the view that their projects were successful. Teachers indicated that students were eager to participate, had generated excitement, motivation or enthusiasm, held a more positive view toward self or school, and had given-up holidays, weekends, or afternoons to engage in the project.

Dissemination of individual project activities, both in oral and written form, was conducted throughout the year. Projects funded to produce a newspaper or magazine distributed their products in their home schools. Students performed in assembly programs. Teachers held poster contests in order to encourage schoolwide participation. Students displayed their works on bulletin boards in the school corridors or within the classroom and developed a photography gallery. Parents were invited to participate in some of the school activities. Recipients have indicated receiving support from their colleagues, and two examples are provided.

> "The comments received as we were working revealed to us how everyone was excited by what we were doing. The younger children in our school wanted to know when they could do the mural while the older children were disappointed that they were not selected. The Home and School Association took pictures of the children and of the mural in progress. Visitors to our school were impressed and complimented the children on the beautiful work. Other faculty members told me on several occassions how impressed they were with the cooperation of the children, their seriousness and their rapid accomplishments. Everyone was involved in watching it grow. One teacher told me that every week her 4th-grade class discusses what the muralist have done the week before. One student in her class told her she didn't like the mural. The teacher surprisingly asked, 'You don't! Why not?' The child answered, 'Because I love it!'"
>
> Deborah Gross-Zuchman
> Group Mural

> "...As an incentive, I took polaroid pictures of the students having an S.S.R. (Sustained Silent Reading) period in some classrooms. One teacher bought T-shirts inscribed, I Read 50 Books. The students were very proud of their shirts. There was a bulletin board display of the polaroid pictures which were taken of the class doing S.S.R."
>
> Mary Bass
> Implementation of the Comprehensive
> Reading and Communication Arts Plan

IMPACT

The Mini Grant Project's intended mode of operation was fully implemented. Although there were fewer mini-grant applications this year, there were 62 teachers involved in 53 projects, as compared to 49 teachers engaged in 40 projects during the 1978-1979 school year. Individual projects generally, were implemented as described in their proposal outlines, and in most cases the activities were in accord with project purposes. Teachers also reported that students were eager, interested, motivated, and enthusiastic.

The project operated more efficiently and effectively this year. That is, projects were implemented at an earlier date (February as compared to April). all projects were fully or partially operational by June as compared to 28% in 1978-1979, and 87% of the projects were monitored as compared to 28% in the prior year.

The proposals offered a wide variety of creative outcomes including products (e.g., magazine, newspaper, murals, a curriculum on video, a collection of songs from different countries), skill development, curriculum expansion (e.g., metric, computer science, photography), cultural appreciation, career preparation, and problem solving.

The program objective was attained with 97% of the recipients completing the process from proposal writing to report writing. Of the 41 completed projects, all but one reported that they partially or fully attained their goals.

TABLE I

MINI GRANTS PROJECT
ESEA Title IV-C
1979 - 1980

Discipline	Name of Recipient	Title of Mini Grant	School	Amount of Grant	Monitored	Status of Operation
Affective Education	Pearl C. Seifert	Education for Parenting	288 Amy Center City	$ 1,000.00	Yes	Completed
African and Afro-American Studies	Harold Carter Jr., James Pacitti, and Thomas Morrin	Afro-American Studies Resourse	132 Holmes	$ 414.00	Yes	Completed
Art Education	Debra Gross-Zuchman	Group Mural	740 Olney Elementary	$ 400.00	Yes	Completed
	Nina M. Hausner	Intergroup Interior Beautification	140 Patterson	$ 477.77	Yes	Completed
	Steffi Simkin	Photography Skills Workshop	751 Bethune	$ 600.00	Yes	Completed
	Joseph M. Volpe	Photography Mini Course	523 Conwell	$ 680.00	Yes	Completed
Career Education	Barbara P. Bivins	Computer Orientation	402 Overbrook H. S.	$ 1,000.00	Yes	Completed
	John W. Frangipani	Photography in the Classroom	210 Audenried	$ 207.00	Yes	Completed
	Martin B. Gold	Microcomputer Electronics	809 Swenson Skills Center	$ 977.00	No	Completed
	Kathryn McCarron	Interior Design and Home Decorating	210 Audenried	$ 300.00	No	Completed
	Charles B. Miller	Entering the World of Work	201 Ben Franklin	$ 944.00	No	Completed
Consumer Education	Suzanne Kallish Kaplan	Consumer Education Resource Center	510 Jones	$ 1,000.00	Yes	Completed
Early Childhood	Ruth Rubenstein	When I Grow Up I Want To Be an Artist	624 Fulton	$ 964.34	Yes	Completed
Foreign Languages	Frank Bisk	The World Up To Date in Spanish	802 Northeast	$ 325.00	Yes	Ongoing
Interdicipiinary	Edward Adelman and Abraham Herring	Electronic Technology and Communications	512 Stetson	$ 1,000.00	Yes	Ongoing
	Karen Carpenter	Natural Food Cooking for Children	121 Belmont	$ 400.00	No	Completed
	Jack Crayder	Photography Club	121 Belmont	$ 688.99	Yes	Completed
	Mildred Smith	Creating a Problem Solving Environment	148 Daroff	$ 290.50	No	Completed

TABLE I (Continued)

Discipline	Name of Recipient	Title of Mini Grant	School	Amount of Grant	Monitored	Status of Operation
Libraries	Charles Kaufmann	Specialized Materials and Resource Collection	413 Shoemaker	$ 1,000.00	Yes	Ongoing
Mathematics Education	Mark Lipshutz	Apple Algebra	601 Central	$ 1,000.00	Yes	Completed
	Bruce Shanker and Paul Colbey	Mathematics Through Video Part II	501 Kensington	$ 450.00	Yes	Completed
	Donald Wittenberg	Mastering Metric Measurements (Mmml)	636 Rowen	$ 984.00	Yes	Completed
Music Education	Diane D. Breen	"Aesthetics" for the Special Child	442 Walton	$ 627.00	No	Completed
	Gary Server	Ethnic Music Program	529 Ferguson	$ 1,000.00	No	Completed
	Mary Ann L. Tyler	Songs From Our World's Children 1980	710 Cooke	$ 529.00	Yes	Completed
	Nancy C. Urrasio	A Basic Guide for String Playing	--- City Wide	$ 440.00	Yes	Ongoing
Physical and Health Education	Lurline H. Jones	An Alternative Physical Education Program	103 University City	$ 375.00	Yes	Completed
	Bradford J. Keppley	McClosky Fitness - Catch It	631 McClosky	$ 810.50	Yes	Completed
Pupil Personnel and Counseling	Evelyn Rogers	Improved Job Interview Skills and Verbal Expression Through the Use of Video Taping	609 Randolf Skills	$ 1,000.00	Yes	Ongoing
Radio and Television/Media	Joy F. Kurtz and Marceline Kavitsky	Cultural Arts - Media Presentation (C.A.M.P.)	815 Rush	$ 1,000.00	Yes	Completed
Reading/English/ Language Arts	Mary S. Bass	Implementation of the Comprehensive Reading and Communication Arts Plan	839 Fitzpatrick	$ 1,000.00	Yes	Completed
	Rosemary J. Braxton	Reading - English Language Arts for Remediation	610 Leeds	$ 387.18	Yes	Completed
	Joseph E. Domal	School Newspaper - THE FLASH	513 Wanamaker	$ 300.00	Yes	Completed
	Kenneth Kay	Learning Through Magic	148 Daroff	$ 337.00	Yes	Completed
	Buddy Feld	A Magazine of Creative Expression	301 South Phila.	$ 1,000.00	Yes	Completed
	Irene H. Reiter	Writing Across the Curriculum	802 Northeast	$ 600.00	Yes	No Report
	Rosemary O. Robinson	Comic - Theatrics	142 M. Washington	$ 1,000.00	Yes	Completed

TABLE I (Continued)

Discipline	Name of Recipient	Title of Mini Grant	School	Amount of Grant	Monitored	Status of Operation
Science Education	Richard W. Black	Conversion of Cellulosic Waste to Alcohol Through the Action of Trichoderma Viride and Subsequent Fermentation	702 Olney H. S.	$ 460.00	Yes	Completed
	James J. Garrett	Human Genetics	803 G. Washington	$ 600.00	Yes	Ongoing
	Helen S. Perlmutter	Dinosauer as a Symbol of Our Need to Save Energy	647 J. B. Kelly	$ 630.00	Yes	Ongoing
Social Studies	Mitchell Adler	S.E. Asian Audio - Visual Program	--- District 1	$ 300.00	Yes	Ongoing
	Fran D'Alonzo, Richard Town, and Irwin Greenblatt	Historical Encounters	701 Frankford	$ 500.00	Yes	Completed
	Jennie Hayes	Friendship Partner Program	330 Kearny	$ 953.00	Yes	Completed
	Marilyn Kraft	Problem Solving for Living	840 Bustleton	$ 500.00	Yes	Completed
Special Education	James D. Calnan	T.M.R. Pre-Vocational Workshop	646 Hill	$ 990.84	Yes	Ongoing
	Marciel R. Cheatham	Leeds Alternative Learning Center	610 Leeds	$ 1,000.00	Yes	Completed
	Reda First	Career Education for Mildly Handicapped Students	723 Cramp	$ 500.00	Yes	Completed
	Judy G. Pote	"What's Cooking"	448 Overbrook School for the Blind	$ 945.00	Yes	Completed
	Nancy Siegrist	SEE (Student Exchange Experiences)	743 Sullivan	$ 834.55	Yes	Completed
	Lawrence Stier	Urban Transportation and the Special Child	232 Girard	$ 750.00	Yes	Completed
Other	Robert Bayuk	Parent - Student Involvement (PST)	751 Bethune	$ 1,000.00	Yes	No Report
	Barbara Harnard, Larry Robbins, and Dan Hogan	A Communication Experience Through Film	229 Franklin Learning	$ 250.00	Yes	Completed
	Patricia Wagner	"Radio - Radio"	826 Fox Chase	$ 400.00	Yes	Ongoing

APPENDIX A

Mark Lipshutz
CENTRAL HIGH SCHOOL
June 9, 1980

TEACHER'S MINIGRANT PROJECT REPORT

1. *Overview*

Apple Algebra was designed to give freshmen students an introduction to computer programming via the computer language called BASIC. More particularly, it was intended to focus on certain tasks normally part of the Algebra 1 curriculum as a basis of comparison between "pencil and paper" methods and computer methods of problem solving. The computer unit purchased with grant funds was used for both demonstration purposes and as a "hands on" student tool. By writing programs and actually testing them at the keyboard, students were to gain an understanding of the nature of a decision and repetition approach versus an analytic approach in this area.

2. *Goals*

a. *Mastering of elementary programming techniques in the BASIC computer language including the REM, PRINT, LET, INPUT, READ... DATA, FOR ... NEXT, IF...THEN and GOTO instructions-especially to show the computer's advantage in iterative procedures.*

b. *Practice in problem solving, algebraic phrasing and mathematical logic. Understanding the effect of human thinking on solution efficiency versus the computer's ability only to follow instructions, albeit at blinding speed.*

c. *A greater understanding of specific types of Algebra 1 verbal problems, mixture and integer problems to cite two, and the programming methods necessary to handle them. This ties in reading, algebra and computer skills. Verbal problems are often "pushed aside" in the regular course in favor of "more important" or easier topics whereas the motivation to "master the machine" will make them more palatable here.*

3. *Project Implementation*

A special "mini-course" was devised by me to develop the above themes. The course is approximately 20 lessons to be taught in a continuous 4 week cycle. This cycle was repeated from (Algebra 1) class to class, usually by me, sometimes by the regularly assigned teacher when scheduling necessitated it. Incidentally, in many cases the course served as inservice instruction as well.

The methods included the usual blackboard/vocal explanations, class discussion, overhead transparencies and the demonstration of my programs and the students' programs on the computer. My efforts during the first few cycles were thwarted somewhat by the students' relative lack of algebraic maturity. While they could readily

analyze and follow example programs, their lack of familiarity with algebra interfered with the synthesis of algebraic and programming skills necessary to write successful programs on their own.

Because only one computer unit was available, it was thought that having students code their programs on mark sense cards at a remote location would be the most efficient use of the resources, for in this way many programs could be entered quickly. However, having to code the cards only compounded the difficulties mentioned above. Thus, we adopted the strategy of having one student put his program on the blackboard while a classmate entered these steps at the keyboard. Students were then called in small groups to RUN and discuss the program. Eventually, all students received "hands on" experience this way.

4. Project Outcomes

The mastering of elementary programming instructions was determined by homework checks, classroom performance/recitation and by a test given at the end of the unit. The test was modified as the year progressed, but most class means fell in the 65% to 75% range.

Problem solving techniques could not be measured as concretely as the above because the skills are those of synthesis, thereby resisting the usual types of objective evaluation. A program either RUNS and achieves its goal - or it doesn't. It can be quite meaningless, therefore, to attempt to test these skills in the customary way, a way which entails the assigning of partial credit for less than a perfect solution. Ideally, I had hoped to give students enough computer access (via the mark sense cards) to run programs until success was achieved. This is the approach I use in my computer major and it works very well. Unfortunately, that proved impossible for reasons cited earlier.

The time necessary to complete the course exceeded my expectations, since the original number of lessons per topic turned out to be insufficient for the students' needs. Thus, the scope of the course had to be reduced with the section on algebra verbal problems being hardest hit.

Therefore, it might seem that my original goals were not so well achieved. But perhaps that is because my goals were too high, rather than because of poor program design or lack of student interest. A pilot class was taught without benefit of the computer hardware. Though it would be difficult to measure interest in some numeric way, the positive difference in attitude achieved by having the computer present was astonishing, even to one who is used to seeing such dramatic attitude improvement occur with programming novices.

Moreover, my experience leads me to believe it is easy to predict the conditions which would engender the next quantum leap in interest. Namely, sufficient equipment for each student to be able to try programs until successful - without a time limit. This

would most likely require a special computer lab strictly for the use of such classes.

Nonetheless, I judge the course to be valuable if only for the gain in the knowledge of computers and programming, an essential in effectively dealing with our information glutted world. However, the "payoff" was supposed to come by linking computer topics with the standard curricular areas. In order to reach this state, one which is still most desirable, another week in the cycle is needed. Also, placing the unit as late as possible in the year makes for a smoother learning experience because of the student's increased familiarity with algebra. The difficulty with that, of course, is in scheduling of both equipment and personnel.

The list of suggested problems for student assignment was revised to be of less difficulty. The original list assumed a much greater facility with algebra than was actually present.

Overall, the program is definitely worthy of continuation. In fact, were resources available, it should be expanded to other grade levels.

5. Dissemination

Most of the recommendations I would make to other teachers are contained elsewhere in this report. Yet I do note, in connection with comments on staffing, that this is an area where increased efficiency might be realized. This could be done by making my expertise (orthat of the key teacher) the focus of teacher training rather than direct student instruction. This would serve to eliminate the "warm-up" period which inevitably appears in each cycle during the time it takes for the students and I to become acquainted with one another. Furthermore, students tend to take their own teacher more seriously than an outsider, no matter how expert the outsider may be. In this case the level of technical knowledge is not so high that a specialist is an absolute necessity for the actual conveyance of the information to the students. Rather, the specialist should be used as a resource person so that the emotional group stability fostered by a familar teacher allows the maximum information transfer to take place.

Mark Lipshutz

Howard Carlisle

SPECIAL EDUCATION ACTIVITY CENTER (SEAC)

ADMINISTRATOR:	John Abbott, Activity Manager Linda Brown, Coordinator
HEADQUARTERS:	District Six Administration Building Merrick Road and Creswell Street
TELEPHONE:	438-9054
PBRS CODE:	20-05-710
STATE CODE:	79055S
OPERATING YEARS:	1979-1980
GRADES SERVED:	Staff for Pre-K through 12
NO. SERVED:	1,289
NO. OF SCHOOLS:	City-wide
NO. OF EMPLOYEES:	Professional 1, Clerical 1
CURRENT BUDGET:	$60,000
SERVICE PROVIDED:	The project provides teachers, administrators, parents, and other School District personnel with training, materials, and information related to the unique needs of the special education student.
EVALUATION TEAM:	Ted Silber

OBSERVED ACTIVITIES

The Special Education Activity Center (SEAC) was primarily intended to provide teachers, administrators, parents and other School District personnel with information, materials, and training related to the unique needs of the special education student. Funding for the project year began on November 15, 1979. A new coordinator was assigned to the Center in November, 1979; but the Center's programs did not become fully operational until December. SEAC's facilities were utilized, however, for inservice workshops during November and December, 1979, providing training to over 100 teachers.

During the past year, SEAC provided support through:

(1) Offering and coordinating formal workshops and staff development;

(2) Providing rooms and materials for School District groups to hold their training sessions and inservice courses;

(3) Supplying materials and direction for the construction of teacher-made instructional aids;

(4) Coordinating informal discussion groups among interested teachers on a topic they have chosen;

(5) Acquainting School District personnel with SEAC's resources and activities through scheduling observation days at the Center;

(6) Providing media and materials support through the development of a local media and materials resource center with linkages to PRISE and the Regional Resource Center;

(7) Housing a woodshop for teachers and other School District personnel to construct items for use in special education classrooms.

In addition, the coordinator was instrumental in establishing two other ancillary activities:

(1) A teacher idea and project exchange program where teachers and administrators were asked to submit teaching strategies, children's projects and teacher-made materials to the center for demonstration purposes.

(2) A teacher center network among the four School District teacher centers. This activity consisted of:

(a) A referral system to insure that teachers requesting services not provided by the center contacted would be referred to the appropriate center;

(b) Monthly meetings held by the coordinators of the four centers to share information and resources.

ATTAINMENT OF OBJECTIVES

Objective 1: The Teacher Center: Self Directed Activities component will provide, for at least 100 teachers, parents, aides, and administrators per month (October through May), workshops and individual activities which are judged to be relevant, interesting, and useful to them, as determined by mean ratings of 3.0 or higher on each scale of the Special Education Activitiy Center User Survey.

During the seven months (December through June) that the Center was fully operational, it was utilized by 1,205 people, an average of 172 people a month. SEAC users represented all school levels and special education exceptionalities and included 683 teachers, 244 supervisors, 160 administrators, and 95 speech therapists. The remainder was made up of parents, aides, secretaries, and student teachers. Project records also indicated that the center provided facilities for inservice workshops for 74 teachers during November, 1979 and July, 1980, months in which the Center was not fully operational.

User Survey forms were distributed to all users of the Center beginning in March, 1980. Responses were obtained from 317 teachers, principals, special education supervisors, and other School District personnel. The Center users

rated the Center activities on the basis of interest, relevance, and utility (both general and for special education), using a rating scale ranging from 1 (least positive) to 5 (most positive). Mean ratings were above 4.3 on all dimensions, indicating a high level of satisfaction with the Center and its activities.

Objective 2: By the end of the first project year, a program of support services for the use of media and materials with handicapped students will be an established project component to the extent that (1) there is an operative mini-resource center at the Special Education Activity Center, (b) there are linkages to the Pennsylvania Regional Resource Center Network and National Center for Educational Media and Materials Center and (c) a core group of personnel have been trained in the selection and use of media and materials for education programming.

The Mini-Materials Resource Center was established during this project year. By the end of the funding year, the Center housed over 300 instructional aids and a variety of printed materials. Materials for the Resource Center were contributed by the Division of Special Education, the Regional Resources Center (RRC), and various publishers through the Office of Instructional Publications and Materials. Activities coordinated through the Center included reviewing materials submitted by publishers and circulating selected materials for teacher review and feedback through the Center.

Selected staff from the Division of Special Education's Central Administrative Office and the eight sub-districts participated in four training sessions conducted by the Regional Resources Center and PRISE. Participants were informed of the services and resources available through PRISE and the RRC. In addition, teachers, administrators, and selected staff were invited to participate in workshops conducted by publishers relative to the use of their materials.

IMPACT

Despite some delays, SEAC was able to meet its objectives for the year. Formal and informal workshops were held at the Center serving in excess of 1,200 teachers, administrators and other School District personnel. The training of a core group of professionals in the selection and use of media and materials relating to special education was initiated and will continue through the next project year. A Mini-Materials Resource Center containing over 300 instructional aids and a variety of printed materials was also established. As a convenience for School District personnel who were unable to visit the Regional Resources Center at King of Prussia, SEAC reached an agreement with the Regional Resources Center to provide services at SEAC's facilities.

Furthermore, the coordinator expanded the existing services of the center by identifying exemplary teaching practices and arranging for sharing among

teachers and parents. A communication network among the coordinators of the four School District teacher centers was also established.

Based on evaluation findings, areas that needed strengthening were identified. The coordinator initiated steps to improve the quality of service by developing questionnaires designed to give workshop participants the opportunity to have greater input in planning the format and content of their training sessions. In addition, dissemination techniques were strengthened by the establishment of a direct mailing list to inform School District personnel of future activities at SEAC.

Although the School District operates four teacher centers, SEAC is unique among them in that it focuses specifically upon special education. As special education populations and programs increase, the value of a specific facility that provides a place for educators and parents to meet, share, learn, and develop teaching strategies and materials for special populations has been supported by the reactions of those who have utilized it.

TUTOR CORPS

ADMINISTRATOR:	Rachel Hill/Nancy Minnis
HEADQUARTERS:	Administration Building, 21st and Parkway
TELEPHONE:	299-7934/BA 9-1342
PBRS CODE:	20-01-604
OPERATING YEARS:	1976-1980
GRADES SERVED:	10-12
NO. OF PUPILS:	50
NO. OF SCHOOLS:	Not Applicable
NO. OF EMPLOYEES:	N/A Professional, 0 Paraprofessional, 0 Clerical
CURRENT BUDGET:	$33,000
SERVICE PROVIDED:	Tutor Corps was a program for high school students who assisted young children in day care centers and day care homes.
EVALUATION TEAM:	Marion Kaplan, Mildred Asano, Janice Atkins*

OBSERVED ACTIVITIES

The Tutor Corps project operated from mid-September, 1979 through mid-May, 1980. It was a work training program in which high school students served as auxiliaries to Child Care staff in approved day care homes and child care centers for two hours each afternoon, four days a week, for 22 weeks. Through the use of age appropriate games, activities, and play, tutors helped children with motor, cognitive, social, and emotional development.

The tutors were recruited from the public schools and were also directed to the Neighborhood Youth Corps by participating day care agencies. Forty-six students (grades 10-12) from schools in seven of the eight district were employed in nine day care centers and 16 day care homes.

It was intended that once tutors were selected they would attend training sessions (for which they were paid an hourly rate). These sessions for tutors were provided by the School District's Child Care Office. Workshop teachers led the sessions, which included discussions on how to help young children learn and discussions of some activities that were successful for tutors the preceding year. Tutors constructed a variety of activities and games for helping children develop number concepts, reading readiness skills, and many other skills.

This year during sessions each tutor was given a denim bag to use for supplies, such as tape, scissors, crayons, construction paper, and books. The intention was to have the young children see the teen tutors as bearers of fun and surprises.

Four training sessions were held during the year from October through January. Thirty-seven teen tutors attended all the sessions. Average attendance was 9 tutors per session.

The evaluator visited 19 tutors in six day care centers and six day care homes. Tutors were observed engaging in a variety of activities which included playtime monitoring, waking children from afternoon naps, assisting children with games and colors, operating audiovisual equipment, and taking children to the restrooms. The observer noticed that tutors seemed to interact with the children without talking to them very much. When there was conversation initiated by the tutor it was usually supportive. The tutors who were interviewed said they enjoyed working with children and felt that they had gained by the experience.

ATTAINMENT OF OBJECTIVES

Objective 1: A group of selected and trained high school students will provide tutorial services to preschool children in day care centers or in family day care homes to the extent that at least 70% of their time will be spent with children and not more than 30% of their time will be involved in non-educational activities (e.g., housekeeping chores, clerical work).

This objective was attained. Tutors (34 of 46) completed weekly activity reports for a 12 week period from February 4, 1980 to April 21, 1980 indicating the kinds of services they provided in the child care centers or homes where they worked. The amount of direct and indirect service provided to children was computed according to the activities recorded during the tutors' work hours. It was determined that more than 80% of the tutors' time was spent providing direct service including: play activities (22%), assisting at snacktime (10%), assisting children at naptime (9%), reading a story (7%), assisting children with their work (7%). (See Table 1.) Two non-educational services to children performed by tutors were: housekeeping activities (10%) and decorating bulletin boards (1%). Such duties were performed 20% of the time.

Objective 2: At least 75% of the center-based tutors will be rated by the teachers at the centers as effective in promoting childrens' growth in three developmental areas -- motor skills/cognitive development/social and emotional development.

This objective was attained. At the end of the school year, child care center lead teachers were asked to rate each of their tutors' effectiveness in developing pupils' motor skills, cognitive skills, and social relationships. For each of the 26 tutors who were rated, the raters checked the degree of helpfulness for a number of specific skills in each developmental area. The number of skills per area and a summary of the ratings are presented in Table 2. Seventy-five percent of the tutors were rated effective in promoting growth in motor skills, cognitive

development, and social relationships. ("Effective" included two categories - seemed to help a lot and seemed to help a little). Motor skills consisted of fine and gross motor skills. Cognitive development included six subgroups: language development, reading readiness, color concepts, shapes, number concepts, and size. Social relationships was an area with no subgroups.

Teachers included their comments about the tutors who worked with them this year. One teacher responded that the tutor was effective, cooperative, and competent and that the staff was pleased to work with her. Another teacher stated that one tutor served as a good role model for the children and he related well to them. Teachers stated that tutors learned about children and their development, and, as a result of this experience, tutors could make more careful career decisions. Other teachers stated that the children were helped by the addition of another adult in the class. One teacher stated that many of the child care goals were accomplished because of the tutors. A few teachers, however, stated that tutors should be encouraged to interact more with children and that the training sessions should include how to interact with young children. One teacher stated the tutors needed a great deal of direction but there was improvement in the skills needed to interact with children. Another teacher stated she felt the weekly activity report was useful for tutors because it provided a structure to use in working with children.

Objective 3: At least 75% of the tutors will complete a twenty-two week work experience with not more than 15 days of absence and will maintain or increase their own school attendance over the 1979-1980 school year.

This objective was partially attained. Only 26 of 46 tutors met the work attendance requirement. Tutors worked from seven to twenty-nine weeks. (Some tutors voluntarily worked extra hours for which they were not paid.)

The requirement related to school attendance was met by 33 (77%) of the 43 tutors for whom school attendance information was available. Twenty-one people maintained their school attendance, 12 people improved, and ten did not meet the criterion. Attendance data were unavailable for three non-public school students.

Objective 4: At least 50% of the tutors will maintain or increase their National Percentile Ranks on the California Achievement Tests, Total Mathematics and Reading Scores.

This objective was attained. During the 1979-1980 school year 23 of 39 students maintained or increased their percentile ranks in reading, which exceeded the criterion. Sixteen tutors did not meet the criterion. Their percentile ranks ranged from 4 to 80 in 1979 and from 16 to 93 in 1980. Scores were not available for seven tutors. Also, test scores were not available for mathematics since most of these students attended non-Title I schools which did not administer the mathematics test.

IMPACT

This was the third and final year for the Tutor Corps project under ESEA Title IV-C funding. It was fully implemented. There was 46 tutors who worked in nine child care centers and 16 day care homes.

Tutors spent most of their time providing direct service to children as planned and less then 20% of their time was spent with housekeeping chores and clerical work. Teachers indicated that 70% of the tutors were considered effective in promoting children's growth in the areas of motor skills, cognitive skills, and social and emotional development. In addition, tutors were able to maintain or increase their National Percentile Ranks on the Total Reading Subtest of the California Achievement Tests. The objective for attendance was partially met: Fifty-seven percent, rather than the expected 75%, of the tutors worked 22 weeks with not more than 15 days of absence, but 77%, more than the expected 75%, maintained or increased their school attendance. The tutors said they enjoyed working with the children. However, their verbal interactions with them were limited. Tutors usually gave verbal approval when they did talk to the children.

TABLE 1

WEEKLY ACTIVITY REPORT SUMMARY FOR 34 TUTORS DURING 12 WEEK PERIOD FROM FEBRUARY 4, 1980 TO APRIL 21, 1980
TUTOR CORPS PROJECT

Activity	No. Of Tutor-Hours	% Of Time
Snack Time	166	10
Outdoor Play	99	6
Television/Radio/Film [a]	63	4
Preparing Chdrn. to go home	68	4
Meeting with the teacher	30	2
Taking kids to the bathroom	92	6
Assisting kids at naptime	141	9
Housekeeping Activities [a]	166	10
Story Time	118	7
Songs/Circle time	45	3
Play Activities	354	22
Assisting kids with their work	118	7
Preparing Materials [a]	61	4
Decorating Bulletin boards [a]	24	1
Monitoring children	43	3
Operating equipment [a]	4	0
Trips/Outdoor walks	13	1
Giving individual attn. to child	10	1
Escourting chdrn. from schl. to Ctr.	5	0
Completing wkly. acty. sht.	1	0
Total	1623	100

[a] Indirect Services

TABLE 2

TEACHERS' RATINGS OF THE EXTENT TO WHICH 26 TUTORS WERE HELPFUL IN PROMOTING VARIOUS DEVELOPMENTAL SKILLS OF YOUNG CHILDREN - TUTOR CORPS PROJECT, SPRING 1980

Developmental Areas	Ratings					
	No. and Percentage of Skills in Which Tutors Were Rated Helpful		Not Sure If Tutors Helped, Not Applicable, or No Response		Totals	
Motor (2 Skills)	2496	(89%)	312	(11.%)	2808	(100%)
Cognitive (6 Skills)	18124	(73%)	6552	(27%)	24676	(100%)
Social (1 Skill)	572	(81%)	130	(19%)	702	(100%)
Totals	21192	(75%)	6994	(25%)	28186	(100%)

VIDEO CASSETTE UTILIZATION EXTENSION

ADMINISTRATOR:	Krona Bricklin
HEADQUARTERS:	Administration Building, Room 902A
TELEPHONE:	299-7992
PBRS CODE:	2080-18-549
STATE CODE:	8179100C
OPERATING YEARS:	1979-1980
GRADES SERVED:	1-12
NO. SERVED:	Pupils 85,740, Teachers 4,780 + 350 Special Education
NO. OF EMPLOYEES:	Professional 1, Paraprofessional 1
CURRENT BUDGET:	$50,000
SERVICE PROVIDED:	The Video Cassette Utilization Extension acquires, duplicates, and produces instructional television programs; and develops and produces second sound track information to be used on dual track video cassette tapes.
EVALUATION TEAM:	David B. Patton

OBSERVED ACTIVITIES

The Video Cassette Utilization Extension project (Video CUE) was established during the 1979-1980 school year as an extension of the Video Cassette Library, a video tape dispensing center operating in the Division of Radio and Television Education, School District of Phildelphia.

Video CUE was created with several purposes in mind. First, it would broaden the scope of existing video programming by providing a second sound track containing information to assist in student reinforcement, motivation, and basic skill building. Second, it would provide staff development to teachers and other school personnel to enhance their utilization of existing video programming through second sound track information. Third, it would provide the Radio-Television Education Department with the means to produce new video tape materials locally and to respond to specific educational needs in such areas as special education, bilingual education, and science education. Fourth, it would update and revise existing video tapes.

Observations of the project's activities during the 1979-1980 school year, in combination with monthly reviews of the project records (including the project administrator's daily log), indicated that the current school year was spent producing new tapes, adding additional information to the second sound track of previously made video tapes, and gathering information to develop a model which would serve as a prototype for using dual track video tapes as teaching/learning aids.

Observations included the previewing of a special education tape which was completely developed and produced by the project staff, and nutrition, bilingual, and Afro-American studies tapes, which had second sound track information added to the original tapes by the project staff.

During the second half of the 1979-1980 school year, the administrator's log indicated that two of the finished tapes (with second sound track information added) were distributed to a randomly selected group of teachers to obtain feedback concerning the effectiveness of the second sound track presentation as a teaching/learning tool. Pupils, selected in a similar manner, reviewed mono- and dual-track presentations and were tested to determine if the additional sound track improved, decreased, or had no effect on learning the contents of the tape. Additionally, the administrator's log indicated that the project staff worked closely with representatives from the curriculum offices of science, social studies, mathematics, foreign languages, special education, teacher training, and Afro-American studies to develop formats for providing information on second sound tracks.

ATTAINMENT OF OBJECTIVES

Objective 1: By the end of the first operating year, the project staff will have developed a model program of instructional video tapes with second sound tracks which includes three (3) pilot tapes (one of which will be a new production) and related printed materials and a written summary of the most effective procedures for creating second sound tracks for various types of tapes.

The objective was attained. By the end of the first operating year, the project staff had developed a model program for using instructional video tapes with second sound track information. The model included a written summary of the most effective procedures for creating second sound tracks for various types of tapes, both from the technical and educational aspects. Additionally, the project staff developed second sound track information for four tapes--Travelin' Shoes (Black Studies), Good Mouth Keeping (Foreign Languages), Mulligan Stew (Science), and Resource Room Mainstreaming (Special Education). The special education tape was produced in its entirety by the project staff. The other three tapes were not produced by the project staff, but the second sound track information on these tapes was developed, produced, and recorded by the Video CUE staff. Written materials were produced to accompany three of the tapes.

Criteria were developed jointly by the project staff and the project evaluator to judge each product produced by the Video CUE staff. These included 1) positive feedback from teachers, 2) positive feedback from the various curriculum offices (foreign languages, science, language arts, etc.), and 3) higher test scores from those pupils reviewing tapes with second sound track information added.

Objective 2: Tapes with second sound tracks, produced by the project staff, will be effective in promoting teacher and student learning as indicated by a statistically significant ($p<.10$) difference in the mean scores on locally produced tests between audience groups viewing the original tapes (single sound track) and those viewing the second sound track tapes.

This objective was partially attained. Due to a reduction in staff, time restrictions, and a teacher's strike there was a minimal amount of field testing during the 1979-1980 school year. The testing consisted of using short segments of a selected tape (Mulligan Stew) with two groups (19 in each group) of similar pupils (same age, grade level, ability level, etc.) to determine if the inclusion of second sound track information effected learning. Thirty-eight pupils from Meehan School were used in the sample. One class viewed Mulligan Stew segments with the single sound track information. The second class viewed Mulligan Stew with the added, second sound track information. Both groups were administered a test following the tape viewing. Analysis of these test results provided a preliminary indication that the inclusion of second sound track information increased learning, as evidenced by the higher test scores of pupils viewing the tape with second sound track information. Pupils viewing the tape containing only single sound track information had an average score of 24.21 points, out of a total of 60 points. Pupils viewing the tape with the added second sound track information had an average score of 47.63 points. That is, pupils viewing the tape with single sound track information answered only 40% of the questions correctly in contrast to pupils viewing the tape with the added, second sound track who answered 79% of the questions correctly. The results of a t test indicated that there was a significant difference ($t = 7.540$, $df = 36$) beyond the .01 level of significance between the mean test score (24.21) of the pupils viewing the tape with single sound track information and the mean test score (49.10) of these pupils viewing the tape with the added, second sound track information. Testing on a much larger scale to gather more conclusive evidence has been scheduled for fall, 1980. This will include using short tape segment testing and complete program testing to determine the attention holding power, message clarity, and attractiveness of various tape presentation approaches.

IMPACT

One of the objectives for the 1979-1980 year was fully attained; the other objective was partially attained.

During the 1979-1980 year, the project staff produced four new tapes (one of which was a new production, completely developed and produced by the project staff) and gathered information to develop a model of instructional video tapes with second sound track information. In addition, the project staff produced written materials (teacher direction sheets, narratives of the second sound track information, etc.) to accompany the tape productions.

There was only a minimal amount of field testing. However, the results of this testing indicated that the inclusion of second sound track information appeared to increase learning. Testing on a much larger scale has been scheduled for the 1980-1981 year.

The primary goal of the project was to enable the Division of Radio and Television Education to expand its responsiveness to the entire School District of Philadelphia, as well as to non-public schools, by meeting identified needs, such as improvement in basic skills and assistance to children with special needs. It's impact will be felt in the utilization of video cassette tapes, especially those with second sound track information added, as innovative, unique, teaching/learning aids.